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UNITED STATES OF AMERICA.

Chautauqua

Literary and Scientific

Circle

MEMBERSHIP BOOK

30225V

Read not to contradict and confute,
nor to believe and take for granted,
but to weigh and consider.

1890 1891

OCTOBER							NOVEMBER							DECEMBER						
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Oct. 30th King Alfred
Nov 25th John Wiclif
Dec. 30th Geoffrey Chaucer

Jan. 30th Oliver Cromwell
Feb. 26th William Wordsworth
March 17th Robert Browning

Apr. 14th Hugh Miller
May 24th Blaise Pascal
June 21st Victor Hugo

Important Announcements.

IN the work of the Chautauqua Circle much inconvenience results from the failure of persons to read instructions sent them. C. L. S. C. members are therefore urged to read with especial care, the following communications :

1. The general eight-page "popular education" circular. (Changes are occasionally made in this circular, and it should be read carefully at the beginning of each year.)
2. The class columns and other general announcements in each number of *The Chautauquan*.
3. This membership book.

The C. L. S. C. membership book is sent only to enrolled members. The receipt of the book is therefore an acknowledgement of the membership fee, and as the envelope containing this book bears the date of entry of the fee, it should be carefully preserved until the end of the four years' course.

The careful reading of the four years course *is essential to graduation in the C. L. S. C.* The filling of memoranda is not absolutely required, *but all students* (unless prevented by illness or other sufficient cause) *are expected to fill out the four page memoranda*, which affords a condensed review of the years work.

The white seal memoranda (containing twelve pages of questions), is supplied to all students and if 80 per cent. of the questions are correctly answered, a white seal will be awarded, without extra charge. Those who wish the paper examined and the exact grade reported to them, will send with the paper twenty-five cents for this additional service, or one dollar if they wish the paper *corrected and returned to them*. Four white seals may in this way be earned during the four years course, or these papers may be filled out and the seals awarded after graduation.

The garnet seal memoranda on the four garnet seal books, will also be supplied free of charge to any student applying for it (a form of application will be found on page 15 of this book), and if 80 per cent. of the questions are correctly answered, a garnet seal will be awarded. Those who wish the paper examined and the exact grade reported to them will send with the paper twenty-five cents for this additional service, or one dollar if they wish the paper *corrected and returned to them*. There are four garnet seal courses, one supplementary to each year of the regular course. The course may be read and the seals earned either before or after graduation.

Memorial Day.—The regular memorial days of the C. L. S. C. are given below. They are printed in red ink in the accompanying calendar.

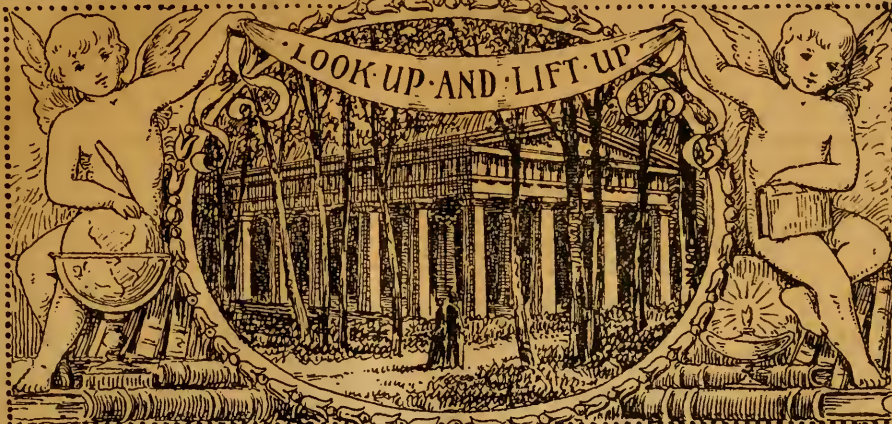
October 1. Opening Day.	April 23. Shakspeare Day.
November 3. Bryant Day.	May 1. Addison Day.
November 9. Special Sunday.	May 10. Special Sunday.
December 9. Milton Day	July 12. Special Sunday.
January 29. College Day.	August 8. (Saturday). Inauguration Day.
February 8. Special Sunday.	August 15. (Saturday). St. Paul's Day.
February 27. Longfellow Day.	August 19. (Wednesday). Recognition Day.

The special-memorial days relating to the readings of the current year are given on the cover of this book.

Contents of the Membership Book.

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WRITE YOUR NAME AND CLASS IN THE BLANK SPACE ON THE COVER.



THE
CHAUTAUQUA
LITERARY AND SCIENTIFIC
CIRCLE



SYSTEMATIC HOME STUDY

OFFICERS

LEWIS MILLER, *President.*

JOHN H. VINCENT, *Chancellor.*

JESSE L. HURLBUT, *Principal.*

COUNSELORS

LYMAN ABBOTT, D. D.,

BISHOP H. W. WARREN, D. D.,

J. M. GIBSON, D. D.,

W. C. WILKINSON, D. D.,

EDWARD EVERETT HALE, D. D.

JAMES H. CARLISLE, LL. D.

MISS K. F. KIMBALL, *Office Secretary.*

A. M. MARTIN, *General Secretary.*

A. H. GILLET, D. D., *Field Secretary.*

MRS. MARY H. FIELD, San José, Cal., *Secretary for Pacific Coast.*

LEWIS C. PEAKE, 32 Church St., Toronto, Can., *Secretary for Canada.*

MRS. A. M. DRENNAN, Nagoya, Owasi, Japan, *Secretary for Japan.*

MISS M. E. LANDFEAR, Wellington, Cape of Good Hope, *Secretary for South Africa.*

The Chautauqua Literary and Scientific Circle.

COURSES OF READING FOR 1890-1891.

I. Work for Undergraduates.

(a) **Arrangement of Classes.**—The C. L. S. C. was organized in 1878. The class that joined then read four years—that is, 1878-1882. In 1882 this class was graduated, and its members are still known as belonging to the "Class of 1882."

The readings of the several classes for any one year are substantially the same. The course marked out below for the year beginning in the autumn of 1890 and closing in the early summer of 1891, will be—

The *first* year for the Class of 1894. The *third* year for the Class of 1892.
The *second* year for the Class of 1893. The *fourth* year for the class of 1891.

The Class entering in 1890 is the Class of 1894.

Four Years' Course of the C. L. S. C.

1890-91.	1891-92.	1892-93.	1893-94.
English History. English Literature. English Composition. Astronomy. Geology. Pedagogy. Readings from French Literature. Social Questions. Religious Literature	American History. American Literature. History and Literature of the Far East. Physiology and Hygiene. Questions of Public Interest. German Literature. Religious Literature.	Greek History. Greek Literature. Greek Mythology. Ancient Greek Life. Circle of the Scienc. s. Zoology. Chemistry. Philanthropy. Religious Literature.	Roman History. Latin Literature. Human Nature. Political Economy. Art. Philosophy. Physics. Physical Geography. Uses of Mathematics. Religious Literature.

Required Literature.—The circle has gradually secured a class of books written by leading authors and especially adapted to the needs of self educating readers. These volumes are approved by the six counselors whose names appear on the title page of this pamphlet.

The Chautauquan, organ of the C. L. S. C., contains much additional reading matter by the best American and English writers.

The books for 1890-91.

OUTLINE HISTORY OF ENGLAND, James R. Joy.	\$1 00
FROM CHAUCER TO TENNYSON, Prof. H. A. Beers, Yale.	1 00
OUR ENGLISH, Prof. A. S. Hill, Harvard.	60
FRENCH COURSE IN ENGLISH, Dr. W. C. Wilkinson.	1 00
WALKS AND TALKS IN THE GEOLOGICAL FIELD, Prof. Alex. Winchell.	1 00
HISTORY OF THE CHURCH IN AMERICA, Bishop J. F. Hurst.	40
THE CHAUTAUQUAN (12 months)	2 00

The required readings in THE CHAUTAUQUAN will include papers on the following subjects:

1. "How the Saxons Lived."
2. "English Ideas of Property in Land."
3. "The English Constitution."
4. "English Vignettes."
5. "History of the Intellectual Development of the English People."
6. "The Religious Life of England."
7. "Studies in Astronomy."
8. "The English Town."
9. "The English Domain."
10. "Practical Talks on Writing English."
11. "Advanced Thought of England."
12. "Social Life in Modern England."
13. "England as a Financier," etc., etc.

For the four page memoranda, which is not absolutely required but which each member is *expected* to fill out, see latter part of this book.

(b) **The White Seal Course** consisting of twelve pages of questions on the above readings. See page 21.

(c) **The Garnet Seal Course** composed of the following books: (See application form page 15.)

Readings from Addison—C. T. Winchester.	Readings from Milton—H. W. Warren.
Readings from Goldsmith—Edward E. Hale.	Ascham and Arnold—James H. Carlisle.

Price for the set, \$2.

Memoranda on the above must be filled up and 80 per cent. of the questions correctly answered in order to obtain this seal.

2. Work for Graduates.

(a) **The Regular Course.** The following simple arrangement has been made for Graduates (Classes of 182-90) who wish to pursue the current year's course of reading—with the undergraduates:

An annual fee of fifty cents will entitle a graduate to all communications from the Central Office for that year, including the twelve-page memoranda.

In this way two seals can be earned:

1. For reading the books of the *regular* course and filling out the regular four-page memoranda, a *special seal* will be given.
2. For filling out the twelve-page memoranda on the reading of the regular course, answering 80 per cent of the questions correctly, a *white seal* will be given. (See note at head of White Seal paper, page 21.)

(b) **The Special English Course.** A three year's course in English History and Literature, first announced last year. Graduates who wish to join Circles that have already done one year's work, can take up the readings of the second year with great profit. For full particulars of this course send for special circular to JOHN H. VINCENT, Drawer 194, Buffalo, N. Y.

(c) **Other Special Courses** found on pages 36 and 37 of this book.

3. C. L. S. C. Preparatory Department.

The Junior and Senior Courses of the Chautauqua Young Folks' Reading Union are arranged in harmony with the work of the C. L. S. C. They offer short courses in standard literature for young people in school or other readers who are not sufficiently advanced for the work of the C. L. S. C. For circulars address the Buffalo Office.

A Fore-Word from the Chancellor.

THIS book is a volume of practical hints on study and a putting together in available form, of the various memoranda, addresses, and other documents which heretofore have been issued separately by the Office and sent during the year by post to the members of the Circle. It makes the work of the Office more valuable and permanent, and will, I trust, prove a firmer bond holding the members and the officers of the Circle in a more perfect unity of purpose and sympathy, which will react on both members and leaders, and thus advance the interests of a cause dear to both.

This book is, in a sense, the innermost center of a wide-sweeping circle; a center into which, with a sense of personal confidence, every member may retire; a center for self-testing in lines of culture; a center for wise counsel from our appointed teachers.

This book is, therefore, in a sense, private and confidential. It is the personal property of those, who, having recorded their names in the Central Office, and having paid their annual fees, are entitled to especial attention and direction.

It is a useful thing to be alone with one's self; to enter into a secret chamber for reflection, self-scrutiny, and resolve. But after all, such self-centering and seclusion are difficult; carried beyond a certain point, unwholesome, and in one sense impossible. It requires a certain measure of mental discipline to secure such self-withdrawal from a noisy world and a busy life. The effort produces the best effect in self-mastery and the power of concentration. But even this carried too far tends to make morbidness and a sickly selfishness. Against this evil thing one must scrupulously guard. Be much *with* yourself but not *for* yourself.

I have said that in one sense it is impossible to be alone. Is not the all-searching Thought of the all-seeing One ever upon and within us? Can we so retire from life as to be beyond the reach and touch and throb of the Life-Giver? In all our studies, therefore, whether of stars that shine in the remote heavens; of mysteries revealed by the sciences of soil and sea; of thoughts that burn on printed pages; of motives, passions, imaginations, and purposes, that make their home within our own souls, let us always keep open the window between our deepest selves and the Holiest Heaven, that our communion may be with God, our souls be open to His light, our wills be subject to His sway, and we, ourselves, His agents for making this world more like His world, and His world above more populous and rapturous because of our work in this, His world below.

Chautauqua, N. Y., July 2, 1890.

JOHN H. VINCENT.

Principal's Address.

Dear Fellow Student :—

I greet you in the name of the Chautauqua Literary and Scientific Circle; a fellowship extending throughout all lands and over all seas.

Ours is a circle of readers and of students; of readers who read not for pastime, but for profit, with the purpose of informing the mind with the best in literature; of students who study not merely for knowledge, but through knowledge to enlarge and strengthen character.

There is a Chautauqua besides the lake in the state of New York, where the Hall of Philosophy stands in St. Paul's Grove, and where the Golden Gate is opened to admit the hosts of those who have completed the course of reading. We hope that you may meet with your classmates at the Round Table, may march with them in the procession on the Recognition Day, and may receive the diploma, which looks equally toward the past and the future; toward the past, in its record of work done, and toward the future in its spaces for seals which shall mark the steps yet to be taken in the upward path.

But there is a greater Chautauqua than the summer assembly, and to that Chautauqua you may belong, even though you never visit "the Mecca of us all" on the shore of the lake. Yours is the Chautauqua whose Athenian watch-fires are burning every night in the year, wherever an earnest soul is pursuing our course of study. Though you read alone you belong to a world-wide fraternity. A hundred thousand and more are with you in spirit, reading the same books, in communion with the same thoughts, and seeking the same results in knowledge and in character.

There is power in a book, for it contains human thought. The best of a great thinker enters into his book; and the best of a people is in its literature. Through books we can enter into communion with Plato's thought, and Shakespeare's sympathy, and Tennyson's song. One good book entering into a life may transform it. No one can read the thirty volumes which constitute a Chautauqua course of four years, without having mind, and life, and character influenced for good.

We suggest that you read a little, if no more than a little, *every day*. Make it a rule that no day shall pass over you without the opening of a Chautauqua book, and the reading in it at least one minute. The one minute will lengthen to ten, and the ten to twenty, and the twenty to forty, by an imperceptible growth.

If possible, set apart for your reading the same hour in each day. Then the day's duty forms around the reading, and the Chautauqua hour becomes a habit. By far the best time for reading is in the morning, when the mind is clear, and the body is fresh. Half an hour early in the day in the companionship of good books will fill the time with inspiring thoughts, will lighten labor, and will supply themes for conversation.

That study does the most for a soul, which enables it to see God. Through the writings of men, and most of all through the writings of inspired men, we learn of the Divine Mind, which is the source of all wisdom. May every Chautauquan obtain that knowledge which faith only can impart, and enjoy that fellowship which shall make us sons of God.

Yours in the bonds of the Circle,

JESSE L. HURLBUT.

Habits of Reading.

BY COUNSELOR LYMAN ABBOTT.

MAKE time for reading. For this purpose utilize the now wasted fragments. Have a book in the dining room and read while you are waiting for your meal; have a book in your overcoat pocket and read while you are riding in the horse cars to business. Schliemann did his first studying in Greek as a boy standing in line at the post-office waiting his turn for the letters.

(2) Learn what not to read. Skip the gossip and the scandal in the daily papers; skip the partisan editorials, which tell you only what you thought before. Waste no time before the intellectual looking-glass which gives you back a reflection of your own image. Read the newspaper with the pencil in hand, mark what is worth preserving and cut it out. Doing this will fasten the item in your memory, whether you paste it in a scrap-book afterward or not.

(3) Extend this pencil habit. Make notes of all that you read. A good place for such notes in your own books is on the fly-leaf at the end of the volume. In reading borrowed books make the notes on a half-sheet of note paper and file it away. Be careful how you vitiate your memory by reading what is not worth remembering, but do not discourage yourself from reading because you cannot remember all that you read. All food does not go into tissue—all reading does not remain in the mind.

(4) Examine yourself on your reading. If possible have every day a self-recitation. Write down the most important points in what you have read or in the thoughts which that reading has suggested to you. Keep a journal, not of your feelings, but of your thinking. Doing this will make you think. No one fully possesses a thought until he has expressed it. Self-expression fastens it in the mind.

(5) Avoid long courses of reading. Begin undertakings which you can have reasonable hope of finishing, and measure your reading not by the amount of ground you have covered but by the amount of thought stimulated and produced.

(6) Finally, remember that perseverance is the mother of habit, and the only way to form a habit of reading is to keep on reading until it has become a habit.

Good English.

BY COUNSELOR EDWARD EVERETT HALE.

THERE is no short cut, I fear, to good English. People who should read only a few of the best written books, and talk with only a few people who are all careful in their language, would probably speak and write in good English. But this is no man's experience. We all have to read a great deal of bad English, and we have to talk with a great many people who speak bad English. Whether we wish it or not, we shall be affected by the English which we see and hear. It follows that we must be on the look-out, that our own language, spoken or written, does not become careless, wordy, or weak, — perhaps pompous or pretentious, — or that it does not take in phrases which are local, provincial, or slang.

It is interesting to observe what foreigners read easily, and so like to read of our language. This use of it is, indeed, a good test. They dislike Dickens. They call him "hard," — meaning hard to understand. They like Goldsmith, — their children read "The Vicar of Wakefield" more than we do. They like Franklin's English. I think the centennial of Franklin's death was observed by more persons in Germany than in America. The simplicity of De Foe, the writer of Robinson Crusoe, has a great deal to do with the popularity of that novel. And, in general, it will be found that books of any wide-spread popu-

larity are in simple English. Many a translation fails to command the attention which the original received, because the English, though intelligible, is not simple. A foreigner would say it was not "easy."

I say all this by way of giving the hint to people who want to write good English,—that they will do well to try Franklin's plan. Read carefully a page of good English,—say a bit of Franklin's own work,—so that you can remember what he says. Do not commit the words to memory. A day afterward write it out as well as you can, applying such rules as you have confidence in. Compare your English with his. See why his is better, if you can. There are many good guides, if you will use them. I know none better or more entertaining than Hill's *Rhetoric*, which is published by Harper.

A person who talks good English, will generally write good English, though not always,—and the converse is true,—that a person who writes good English will generally talk good English. But this is not always so. For, as has been said, you can study about your writing; and you can correct it before you use the revised copy. But good talk cannot be studied. A man must not be thinking about his adjectives and adverbs. But I find that what I call bad talk is more apt to fail from moral defects, than from mistakes or ignorance in rhetoric or grammar. If a person thinks of himself more highly than he ought to think, he will certainly be a bad talker. If he is envious, or jealous, or selfish, he will be a bad talker. Many people do not listen to what is said to them. They are too eager to speak themselves. What they say, therefore, has no close connection with the conversation, and, in this regard, they are bad talkers. But you see that this is a moral failure. If they had not been conceited, had they been willing or glad to listen, they would have talked better. In the same proportion as they do not listen well, do they fail to notice the difference between bad talk and good. To a certain extent they put themselves in the position of deaf people, because they do not hear, do not speak well, or perhaps at all.

Let no one be discouraged. Abraham Lincoln, who used such good English, seems to have learned it from a dozen books such as any one may have at hand. Harding's life of himself is a book of excellent English, yet he says in it that he could not read till he was a man,—and never knew any language but his own. William B. Greene wrote admirable English. "How do you write English so well?" asked a near friend. "I do not know," said he, "unless it be that I cannot write Latin."

The Reading of History.

BY COUNSELOR JAMES H. CARLISLE

EARLY in this century a native of Pennsylvania wrote a "History of South Carolina," on the title page of which he placed this striking sentence from Matthew Henry: "The Muse of History has been so much in love with Mars, that she has seldom conversed with Minerva." As now written, histories are more attractive and instructive to common readers. They come home, more directly, to our business and bosoms. Any spring branch, followed far enough, will lead to the ocean. The common words we speak, the usages of daily life, the institutions of church and state, that protect us,—each of these has its instructive record of origin and growth. Coleridge says the plainest human face we meet is at once a history and a prophecy. The trifling gossip is really a historian not fully developed. Let our interest in human beings be higher and purer. The two years given to English and American history and literature may be very profitable to Chautauqua students. Let them read the course thoroughly, and then read from it, and around it, widely. The great current of human history is bearing us onward. Let us patiently, hopefully, reverently study "whence it cometh, and whither it goeth."

Spartansburg, S. C.

The Study of Church History.

BY COUNSELOR H. W. WARREN.

CHURCH history is the true history. Kings and princes rise, move, and fall, but they are often only mere puppets or pawns put forward to be taken. The real history is what God sees behind all parades and battles. We may see as He does. His eye never misses the river that flows under the mountain in the deep, dark cavern of Adelsberg, nor the current of His church in any Dark Ages. Nor should we. Pharaoh, Nebuchadnezzar, and Belshazzar supposed there was something in the wisdom they had, the armies they maneuvered, the cities they built; but the only real outcome worth keeping was Joseph and his enslaved brethren in the one case, and the incomparable heroism of Daniel in the other. It is church history that passes by the phantasmagoria of dreams and gives the real life that survives.

Church history is the only thing that enables one to see connectedly through all ages, kindreds, and nations. Secular history is as disconnected as the dictionary. Church history moves through all to one far off divine event to which the ages move and for which alone the world stands. The world now values things according to their relation to this continuous reality. A cylinder of baked clay confirming a Scripture date — dryest of all facts — is worth more than its weight in gold.

To study it, first get a few great era-dates in mind. The birth of Christ is the center of all history. The infidel confesses the all-commanding influence of Jesus every time he writes a date. Then fix in mind the date of the Exodus, Solomon's untarnished splendor, Elijah's masterfulness, etc., all by God's personal help. Then fix the time of Constantine, Wicliffe, Huss, Savonarola, Luther, Wesley, just as great proofs of God's personal help. Most events will then fall into a sufficiently definite order of time.

In the Bible there is a beautiful and orderly "progress of doctrine." So there is in history. Get the cue and you will walk through mysteries with an open vision.

One "thinks God's thoughts after Him" in the study of the movements of the heavenly bodies. Not less does he in the movements of earthly history.

From our English Counselor.

My dear Fellow-Students:—

I am specially interested in the course for '90-91, as it will be "the English year." May I respectfully suggest, in the brief space allotted to me, two things to be remembered?

The first is that English history is your own. You are joint-heirs with us of all the wealth and honor which have come down from our memorable past. New England is not confined to the small northeastern corner of your land to which the name is usually applied. It stretches from the Atlantic to the Pacific, and from the Mexican border to the North Pole. By all means then, study our history and literature as your own.

The other suggestion I have to make is that you study the past in the light of the present. Let the England of to-day be in your mind, while you are studying the England of yesterday. I am glad to observe a series of articles in *The Chautauquan* on "Modern English Politics and Society." These articles are a good preparation for next year's course, and it may not be amiss to look out for any articles of the same kind you may have time and opportunity to read from the first-class English periodicals. Put yourself in the position to ask the questions: How has the present grown out of the past? And, What has past experience to teach for the future guidance of English and American statesmen and people?

I am glad to observe evidence on all hands that our people are beginning to take the same intelligent interest in things American, as you take in all that concerns us. The conspicuous success of Prof. Bryce's "American Commonwealth" is a pleasant proof of this. A circle of young ladies in my neighborhood has just finished the study of its three bulky volumes. That means work; and it means wise and thoughtful interest in the Anglo-Saxon heritage beyond the sea. Perhaps some of you may, by these studies,

be preparing yourselves for doing for the next generation of American students of English institutions similar work to that which this distinguished historian has done for those of us who wish to understand and appreciate the great American Commonwealth. Wishing you a most fruitful year,

I am yours faithfully,

J. M. GIBSON.

London, May 6, 1890.

The Study of Literature.

To my Fellow-Students of the Chautauqua Literary and Scientific Circle:—

Our Chancellor desires me to address to you a letter on the study of Literature. This I very gladly do, for it is a subject that has much occupied my thoughts of late. I must be very brief, and in order not to waste words, perhaps the best thing I can do to begin with is to submit a definition of literature.

What, then, is literature?

Literature, let us say, is the written expression of what men have observed, thought, felt, fancied. Mere knowledge, or, as it is more strictly called, pure science, may be regarded as not constituting literature proper,—unless it shall first have been touched and qualified with something beyond pure science, namely, thought, emotion, imagination.

The divine element, peculiarly and uniquely present in the Bible, does not exclude this Book of books from the domain of literature. Men wrote the Bible, however much God helped them write it; and this fact brings the Bible fairly within the bounds of the statement already made of what literature is.

Of course the recognized existing body of literature, in whatever language, is made up of the best, or the supposed best, of all that men have committed to writing of their observation, their thought, their feeling, their fancy. To become acquainted with literature is, thus, by the very definition itself of the word, to take on an immense addition to our own individual sphere of being. We, as it were, annex all men, that is, the select, wisest of all men, to ourselves. We become, by so much, greater, by so much live a larger, richer, more varied life.

No amount of mere knowledge, pure science, will make a man truly wise. Knowledge needs transmutation, in order to be wisdom. Literature, so far as it consists of science at all, consists of science thus transmuted. Science fills the mind, but literature nourishes it. This distinction is a vital one. Science is valuable, but science does little, while literature does much toward making men what in themselves they are. You may know things, especially the things of what is restrictedly called science, without thereby becoming sensibly changed in your true self, in your inseparable character. But literature leaves no man the same as he was before he studied it. He is now become, in himself, and permanently become, both more and other than he was.

Life for us is, after all, chiefly a succession of thoughts, feelings, fancies. According as these are good, fair, noble, abundant, the life you live is a blessing. It is the office of literature to supply such aliment to the soul. In studying literature, you literally feed your life, your true life.

That we might have life, and have it more abundantly, was what Christ came for. The most life-giving literature in the world, because the richest feeder of high, pure, meek-making thought, feeling, faith (which, in one important aspect of it, is imagination engaged in realizing things not seen, turning into substance things hoped for), is the book whose Mountain of Light is the Person of Christ. That we may go on and on to know deeply this literature first, and then all literature beside, in proportion as it is good, judged by that standard, is the ardent wish of your

Fellow-Student and Counselor,

WILLIAM CLEAVER WILKINSON.

Previews of the Required Books.

Outline History of England.

Chapter I. is a condensed statement of English Geography. 1. British Isles.* 2. Mountains. 3. Rivers. 4. Counties and towns. Consult map facing p. 12. The history proper begins with *chapter II.* 1. Earliest Britons. 2. Notices in classics. 3. Cæsar's invasion. 4. Druids. 5. Roman conquest and occupation. *Chapter III.* records. 1. Advent of English—Jutes, Saxons, Angles. 2. Seven Kingdoms. 3. English law and social order. 4. Conversion of English. 5. Rise of West Saxons. In *chapter IV.* a new element appears. 1. The West Saxons having mastered England meet the Danes. 2. Alfred the Great. 3. St. Dunstan. 4. Ethelred yields to the Danes. 5. Canute's house. 6. Godwin. 7. Edward Confessor. 8. William of Normandy invades England. The *fifth chapter* covers three reigns: 1. William ends the conquest and establishes a centralized government. 2. The red king tyrannizes over the English. 3. Henry I. lays foundations of better laws. Stephen's troubled reign (*chapter VI.*) weakens the royal power and builds up the nobles. They are controlled by the wisdom of Henry II. the first Plantagenet or Angevin king. Richard Lion-heart goes crusading. False King John is overpowered by the nobles and signs Magna Charta, 1215. England loses her possessions in France.

Chapter VII. finds the nobles still aggressive. Led by Simon de Montfort they force the king to grant a Parliament. Edward I. reigns gloriously, conquering Wales and at war with Scotland. His weak son Edward II. *Chapter VIII.* Edward III. claiming French crown. Hundred years' war. Crécy. Ed-

ward the "Black Prince." Wiclif and the Lollards. John of Gaunt. Richard II. Wat Tyler's rebellion. Henry IV. usurps Richard's throne. Henry V. at Agincourt. France conquered. *Chapter IX.* 1. Regency for Henry VI. 2. Joan of Arc. 3. Wars of Roses. 4. Edward IV. 5. Edward V. and Richard III. 6. Bosworth Field. *Chapter X.* Henry VII. rules tyrannously. 1. Simnel and Warbeck. 2. Star Chamber. 3. Henry VIII. 4. Wolsey. 5. Divorce. 6. Break with Pope. Henry VIII.'s children fill *chapter XI.* Edward VI. the extreme Protestant. Mary the persecuting Catholic. Elizabeth. Mary queen of Scots. Armada.

The Stuart family appears in *chapter XII.* 1. James I. on divine right. 2. Quarrels with parliament. 3. Favorites. 4. Foreign Policy. 5. Charles I. 6. Buckingham. 7. Quarrels with Commons. 8. Eliot, Strafford, Laud Pym, and Cromwell. 9. Civil War. 10. Death of Charles. *Chapter XIII.* 1. Parliament and army. 2. Cromwell's efforts for settlement. 3. Richard Cromwell. 4. Monk restores Charles II. 5. Party politics. *Chapter XIV.* 1. James II. the Catholic. 2. Argyle and Monmouth. 3. Dread of Catholics. 4. William of Orange. 5. The Boyne. 6. William and Mary. 7. War of Spanish Succession. 8. Queen Anne and Lord Marlborough. 9. Protestant Succession. *Chapter XV.* 1. George I. 2. Jacobite plots. 3. Walpole. 4. George II. 5. William Pitt. 6. The Young Pretender. 7. George III. and America. 8. Young Pitt and Napoleon. 9. George IV.

Chapter XVI. 1. William IV. and the Reform Bill. 2. Victoria. 3. Chartism. 4. Free Trade. 5. Colonial Wars. 6. Irish disorders. 7. Gladstone's reforms.

JAMES RICHARD JOY.

* Early copies of this volume have incorrectly (on page 15, line 14) *Wales*, for *England*, and (same page, line 15) *Which* for *Wales*.

Our English.

THE key-note of "Our English" is struck in the quotation from Coleridge's "Biographia Literaria," which precedes the table of contents. In this paragraph, published nearly seventy-five years ago, the great English philosopher speaks, as one might speak to-day, of the prevalence of vicious phraseology in all descriptions of writing and speaking, and of the extreme difficulty of preserving "our style wholly unalloyed by" it.

Following the lines suggested by Coleridge, the introduction points out the difficulty which we all have with our own English, and the duty of always speaking and writing our best. The importance of doing this duty is dwelt upon, and ways are suggested in which every one, whatever his age or position, may help the cause of good English.

The first two essays deal with English as a matter of education: the first considering it as taught in schools, the second considering it as taught in colleges.

I.—The first essay begins with a statement of the difficulties in adapting instruction in English to children of all sorts. Some of the causes of the ill success of beginners are then pointed out, and a plan of reform is suggested. The plan, in brief, is: (1) to postpone the writing of compositions so-called, till the pupil is able to use his pen with freedom; and (2) to take pains, after that time has arrived, that the pupil shall be interested and interesting. In the discussion of this branch of the subject, something is said of the manner in which grammar should be studied; of the ways in which a teacher of English may be helped by teachers of other subjects; of "school-masters' English"; of the qualities which characterize a good composition; and of the primary importance of studying English less as language or literature than as a means of facilitating

communication between mind and mind.

II.—The second essay, after comparing the position of English in the colleges ten years ago with its position to-day, urges the importance of making the language an important part of every college curriculum, and of teaching it primarily as a means of communication. Then follows a consideration of the true scope and limits of college instruction in English composition.

III.—The third essay shows the injurious effects of second-rate newspapers and novels upon the English of those addicted to reading, and points out ways by which improvement in the quality of current English may be brought about.

IV.—The fourth essay affirms that, ever may have been the case in former pulpits, English nowadays differs essentially in respect from pew English; that the best preachers are those who and speak like other human beings. As a successful preacher, it is maintained, has much to say, and says that one thing, precisely, clearly, connectedly, and with much vigor as is compatible with good sense. If, then, the best sermon is that which faithfully represents the individuality of the preacher, the true way to improve the sermon is to improve the sermon-writer.

V.—The fifth essay begins by lamenting that good conversation is so rarely heard in society at present; goes on to inquire what ways the social faculty may be cultivated; discusses the nature of the qualities which lead to success in the art of conversation; and points out the characteristic excellencies of the English of conversation. The rest of the essay is devoted to a consideration of the place which colloquial English should hold in extemporaneous addresses, in epistolary correspondence, and in books.

A. S. HILL.

From Chaucer to Tennyson.

THE volume entitled "From Chaucer to Tennyson" is designed to furnish the reader with a guide or introduction to the independent study of English literature, and to give him a bird's-eye view of the history of the subject. It is not meant to take the place of such independent study, but rather to lead up to it. I should regard the book as a failure, if it

did not serve to inspire in the reader a wish to make acquaintance at first hand with the books and authors that it describes.

My advice as to the proper use of the volume is as follows: First let the student read it through rapidly, not trying to fix names and dates in his memory, but aiming only to get a general impression of the de-

velopment of our literature and the changes in its spirit and form from one age to another.

Next let him select any author who seems to him especially attractive or important, and after re-reading the paragraphs devoted to him in the history and the extracts from his writings given in the appendix, let him, with the help of the reading course at the end of the chapter, read carefully three or four of his principal writings.

Let him follow this plan with other authors, choosing them not necessarily in chronological order, but in the order of the interest which he feels in them. An intelligent and appreciative reading of the best work of twenty or thirty leading English writers is worth more as a means of culture than any amount of reading *about* them in manuals and literary histories.

The knowledge thus obtained, if the work is carried far enough, will be sufficiently "systematic." But even should it stop short of that—should it embrace only ten or a dozen writers—it will be of a genuine kind so far as it goes. A reading course should

be somewhat elastic and should allow for individual tastes. It should be followed spontaneously and naturally, without too rigid a regard for "system." Pleasure is an important element in all really fruitful, intellectual work.

To illustrate the method proposed, let us take, for instance, Jonathan Swift. If the student feels an inclination to make a fuller and more original acquaintance with this particular author, let him first re-read the brief account of Swift, on pp. 140-142 and the passages from "Gulliver's Travels" given in the appendix. Then let him read the articles on Swift in Thackeray's "English Humorists" and Gosse's "Eighteenth Century Literature" (p. 142). He will then be in position to read understandingly the writings of Swift specially mentioned in the reading course on p. 142, or in the text on pp. 141 and 142. Abundant suggestions for further reading in Swift will have been furnished in the authorities already consulted.

HENRY A. BEERS.

Walks and Talks in the Geological Field.

THIS is not a plain treatise on geological themes. The reader accompanies the author into the field of nature, and enters into direct communication with the objects which tell the story of the world. Filled with enthusiasm himself, the author employs a style always earnest and sometimes glowing, in directing his reader's attention to the facts which prove so full of meaning; and when he and the reader come into the presence of the loftier truths disclosed in the progress of the story, a common inspiration lifts them up, and they feel together the greatness and beauty and unity of that wonderful scheme of which they are a part.

This lesson which the world teaches us—beautiful as it is sublime—begins at our very doors. The very stones which overspread our fields are samples from the old, old foundations on which the continents are built; and each has its tale to tell—to the happy ones who can read it—of vicissitudes passed through—of great and transforming trials which the hoary earth has undergone in the years of its infancy and youth. We

scarcely step into the fields, or climb the hill-side ledge, without discovering that fire and water have each expended their fiercest energies in shaping the globe and finishing the surface as we see it. Here are rocks which have been vitrified by heat, and there are the relics of populations which could only dwell in the sea, at a time when ocean asserted supremacy where now the continents provide homes for man. Nor has heat retired completely vanquished, from the conflict which once waged at the surface; for geysers and volcanoes seem to be but the outbreaks of the fretted prisoner now entrenched within ramparts of rocky crust. But since heat asserted complete dominion, the ocean has been here, as wide as the world; and its grotesque populations, ever changing with the ages, have been by turns, the noblest forms yet sent to hold possession of the fair planet, and lead the way up the line of progress toward man. All the evidences of these chapters of terrestrial history lie in the rocks over which we walk, into which we penetrate with our inquiries, and from which

we receive the responses which unfold the secrets of a past inconceivably more ancient than man.

What we observe tells us the tale of a cooling globe. Inquiry now asserts its right to pry into the beginning of the cooling process, and trace its progress down through the ages of world life, and onward into the coming ages, whose events are sure to be unfolded, though man will have passed to another stage of being. We picture to ourselves the cosmical dust, through eternities, gathering, condensing, heating. Then in thought we follow it as fire-mist, whirling, ring-making, planet-forming; and trace the inevitable history through the ages of world incrustation, æonic rains and lightnings, a universal ocean, the first glimmer of life, the emerging nuclei of continents, land populations, and a slow grand progress along a highway of improvements—ever toward man. Then, as we reason, we discover the juncture at which man arrived, like a ripened fruit, and began to assert dominion.

Now at this magnificent panorama of events we pause and gaze; and reflections deeply absorb us. Of what a stupendous history are the occurrences of to-day a brief chapter! The past stretches toward a beginning too remote for our powers to grasp; but from that beginning the progress has been unbroken, and one guiding hand has steadied and controlled the movement. Events are rolling into a future as incomprehensible as the beginning; but if nature be true—if the Mind which moves nature has no purpose to betray our intelligence, the unseen and unenacted finalities of the coming centuries may be reckoned as sure as the historic past. And in the midst of all these physical vicissitudes, man stands as a part. His organism is an epitome of the past; his material part has measured the eternities with the mountains; and his intelligence takes in the thoughts of God. These are the fields of contemplation to which our Walks and Talks lead the way.

ALEXANDER WINCHELL.

American Church History.

THE study of American Church History is now attracting more interest than ever before. We have been compelled to write it for ourselves, the European historians never having given the subject more than a mere passing notice. There are two general departments into which the Church History falls—Roman Catholic missions and Protestant colonies. The Romanists were far in advance, the first discoveries being Spanish and Italian, Mexico, Central America, and South America being the chief field. But Canada came in for its full share, the French priest missionaries carrying on their work with great zeal. The beginning of Protestant effort was with the planting of the James River Colony and the Plymouth Colony. The whole Colonial period was distinguished for its religious quality. The revival in the middle of the 18th century was of great influence in giving to the Colonial church an intense spiritual quality. Then came the National period. The period at the beginning of the present century was of wide extent, and served to save the country from the threatening French infidelity.

It is well to bear in mind these two great periods—the Colonial and the National—and to group the characteristics and events which belong to each. The fullest history of the American church has been written in the denominational histories, and these need to be studied in order to see perfectly what the great bodies have done. The chapters which we have given can be enlarged by minute reading, and wherever a new event or general current of thought is met with in other works, it would be well to make a memorandum of it, and by some signs or marks indicate its place in this little work. We would suggest that the table of contents be memorized, for in this way only can we get a fair conception of the great field of the history of the American church.

The following works are to be recommended as furnishing important matter on the American church: Baird, Religion in America; Smith, Characterized Tables; The American part of Fisher's History of the Church; and Dorchester, Christianity.

JOHN F. HURST.

The "Classic French Course in English."

THE readers of this book are begged to notice, at the outset, with some care, exactly what it is. The best way, perhaps, to begin explaining what it is, will be by stating what it might naturally be supposed to be, but which in fact it is not.

It is not a *history* of French literature. If it were this, it should at least name all the important authors that have written, and all the important books that have been written, in the French language. It would thus constitute still more a book to *refer to*, than a book to *read*. This, however, is designed to be, above all, a book to *read*.

In the next place, the "Classic French Course in English" is not a repertory of select passages from French literature. Select passages there are in it from French literature; but these do not constitute the book. They simply form a feature of it.

In the third place, this is not a compend of critical appreciations of French books. Such appreciations occur in it, but these, again, are not the book.

The "Classic French Course in English" is a course of reading in the English language planned to give readers of it a fairly effective, just idea of what classic, that is, standard, or generally acknowledged *best*, French literature is. This aim is accomplished by telling who wrote, what they wrote, and under what circumstances, how they wrote, that is, how well, and in what way well, with the restrictions and qualifications of praise necessary to be made; and then by *showing* in sample that which has thus been *told*.

The order of time has for the most part been followed in treating of the various writers. This order, however, has been here and there departed from for the sake of some particular grouping of names which, for one reason or another, it was deemed desirable to bring together.

May the author of this book venture on making a few suggestions as to profitable ways of reading or studying it?

In the first place, hold the author responsible in your minds for meaning something definite in everything he says. Try to get his exact meaning, and then judge it as to its truth and soundness. Return upon your author's statements occasionally, and review them in the light of new knowledge gained. *Make*

up your mind for yourself, as far as possible.

Discuss the book, come up in it, tell others things that are in it, and hear what they have to say, put yourself in the way of being questioned and required to give account of your reading.

Check your author by comparing with him other sources of knowledge on the subjects of which he treats. Then do not conclude certainly, either that he is right, because another confirms him, or that he is wrong, because another contradicts him. Seek further still, if you can, before you finally decide. You will probably find that there are authorities both for and against your author's views. The sole perfectly satisfactory way of determining the truth is by original study of your own. Accomplish, then, such study as far as you can make it practicable. Read in their French text the works represented. Next best, read a *full* translation of them. Then you will be better able to judge whether your author has done justice to them—and to you.

Be sure to read in as many cyclopædias as you can get access to, the articles, first, which treat of French literature and then those which treat of the individual authors.

Examine (by index) any history you can command of French literature. You will find several mentioned in the "Classic French Course in English," toward the close of the first or introductory chapter.

Use Poole's "Index to Periodical Literature" to get references, under the names of the various authors, to articles in reviews and magazines on those authors. These articles, in their often sharply contrasted representations, will be found very interesting and stimulating.

The author of the "Classic French Course in English" prepared his book in the hope and with the purpose to make all who prosecute reading and study in his subject beyond his own pages, put more and more trust in his candor and judgment the further they go. Whether or not such shall be the result as to himself, in the case of the readers to whom he is now speaking, this at least he is sure of, that he has now been pointing out the track of investigation which will lead *them* the surest way toward the *truth*.

W. C. WILKINSON.

Recommended Order of Study for 1890-91.

October.

English History.

Our English.

In THE CHAUTAUQUAN :

"How the Saxons Lived." I.

"English Ideas of Property in Land." I.

"English Constitution — Origin and Growth." I.

"English Vignettes."

"History of the Intellectual Development of the English People."

"The Religious life of England." I.

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"What Shall we do with Our Children?" I.

November.

English History.

Our English.

In THE CHAUTAUQUAN :

"How the Saxons Lived." II.

"English Ideas of Property in Land." II.

"English Constitution — Origin and Growth." II.

"English Vignettes."

"History of the Intellectual Development of the English People."

"The Religious Life of England." II.

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"What Shall we do with Our Children?" II.

December.

English History.

Our English (finished).

English Literature (begun).

In THE CHAUTAUQUAN :

"How the Saxons Lived." III.

"English Ideas of Property in Land." III.

"English Constitution — Origin and Growth." III.

"English Vignettes."

"History of the Intellectual Development of the English People."

"The Religious Life of England."

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"What Shall we do with Our Children?" III.

January.

English History.

English Literature.

In THE CHAUTAUQUAN :

"After the Norman Conquest." I.

"The English Town." I.

"English Constitution — Origin and Growth." IV.

"English Vignettes."

"History of the Intellectual Development of the English People."

"The Religious Life of England." IV.

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"What Shall we do with Our Children?" IV.

February.

English History.

English Literature.

In THE CHAUTAUQUAN :

"After the Norman Conquest." II.

"The English Town." II.

"The English Domain." I.

"English Vignettes."

"History of the Intellectual Development of the English People."

"The Religious Life of England." V.

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"Practical Talks on Writing English."

March.

English Literature (finished).

Geology (begun).

Church History.

In THE CHAUTAUQUAN :

"After the Norman Conquest." III.

"The English Town." III.

"The English Domain." II.

"English Vignettes."

"History of the Intellectual Development of the English People."

"Advanced Thought of England."

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"Practical Talks on Writing English."

April.

Church History (finished).

French Literature (begun).

Geology.

In THE CHAUTAUQUAN :

"Social Life in Modern England." I.

"England as a Financier." I.

"The English Domain." III.

"English Vignettes."

"History of the Intellectual Development of the English People."

"Advanced Thought in England."

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"Practical Talks on Writing English."

May.

French Literature.

Geology.

In THE CHAUTAUQUAN :

"Social Life in Modern England." II.

"England as a Financier." II.

"The English Domain." IV.

"English Vignettes."

"History of the Intellectual Development of the English People."

"Advanced Thought in England."

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"Practical Talks on Writing English."

June.

French Literature.

Geology.

In THE CHAUTAUQUAN :

"Social Life in Modern England." III.

"England as a Financier." III.

"The English Domain." V.

"English Vignettes."

"History of the Intellectual Development of the English People."

"Advanced Thought in England."

"Studies in Astronomy."

"Sunday Readings."

"Important Public Questions."

"Practical Talks on Writing English."

IMPORTANT BLANKS.

(Name of town and date)_____

JOHN H. VINCENT, Chancellor,

(Name)_____ of the Class of _____

reports completion of the year's work, and encloses fifty cents membership fee for 1891-92.

(Name of town and date)_____

JOHN H. VINCENT, Chancellor,

(Name)_____ of the Class of _____

reports completion of required work up to date.

(Name of town and date)_____

JOHN H. VINCENT, Chancellor,

(Name)_____ of the Class of _____

desires to take Special Course Number _____, and encloses _____ for fee and memoranda.

Application for GARNET SEAL MEMORANDA, 1890-91.

1. Sign your name _____

Post-Office address _____

2. To what C. L. S. C. Class do you belong? _____

N. B.—Persons failing to state the class to which they belong, must not expect the above application to receive any attention.

NOTE.—There are only four Garnet Seal Courses—One for each year of the regular course. No extra Seals are given for re-reading these courses.

To be sent July 1, 1891, or upon completion of the year's reading.
(Not required but requested.)

To be sent Jan. 1, 1891.
(Not required but requested.)

For Special Course.

For Garnet Seal Paper.

INSTRUCTIONS.—When desired cut out these blanks and send to JOHN H. VINCENT, Chancellor, Drawer 194, BUFFALO, N. Y.

Be sure to read the announcement of the Special tests in good English, page 34.

[NOTE: This paper is to be retained by the reader. The detached paper must be returned.]

Studies of 1890-91.

Student's Outline Memoranda.

GRADUATES of 1882 to 1890 inclusive should note with great care the following points:—
For reading the books of the *regular* course and *filling out* the regular *four page* memoranda, a *special seal* will be given. This paper should be filled out even if the white seal is also taken. Note especially that books read during your undergraduate course must be *re-read*.

For filling out the twelve-page memoranda on the reading of the regular course, answering 80 per cent. of the questions correctly, a *white seal* will be given.

N. B. TO STUDENTS.—In filling out this four-page paper upon the reading of 1890-91, you will be allowed to consult helps, but must write the answers in your own language. The work is not difficult; but if you are unable to finish the required reading by July 1, *keep the paper until your work is completed*. Strive, however, to be prompt in returning your papers. Duplicate copies are sent you; keep one for reference, and return the other, filled out, to John H. Vincent, Drawer 194, Buffalo, New York. The paper will, in due time, be examined and your general standing in each paper reported to you at the end of the four years' course.

N. B.—Do not return this paper until you have finished all the required reading for 1890-91, including *The Chautauquan* for June.

Sign your name here.....

1. Mark with the word "Read" each one of the following named books which you have read since July 1890:

Joy's "Outline History of England,"

Hill's "Our English," - -

Beers' "From Chaucer to Tennyson,"

Hurst's "Short History of the Church
in the United States." - -

Winchell's "Walks and Talks in the
Geological Field." - - -

Wilkinson's "Classic French Course in
English." - - - - -

The Chautauquan Required Reading Oc-
tober '90 to June '91. - -

For Class of '91, "The } Not absolutely required, }
Chautauqua Movement." { but strongly recommended. }

2. If within a year you have read substitutes for any of these books, name them, with name of publisher and the number of pages in each.

3. Mention the chief geographical features of the British Isles.

4. What were the leading incidents of the Roman invasions of Britain after the conquests of Cæsar?

5. Sketch briefly the development of the Christian Church in England up to the time of Egbert.

6. How was the English system of government modified by the Conqueror?

7. What events make the reign of Richard I. especially memorable?
8. What were the noteworthy features of Simon de Montfort's Parliament?
9. Who was John Wiclif and what was his influence upon England?
10. What was the attitude of Henry VIII. toward (a) the Roman Catholic Church and (b) the Protestant Reformation?
11. The agitation of what great questions led to civil war in 1642?
12. How far at this time was the principle of "religious toleration" recognized by the English people?
13. What important laws were enacted during the reign of William and Mary?
14. What was the "Reform Bill" of 1832?
15. What dangers threaten the purity of our English tongue?
16. What three points does our author emphasize concerning the study of English in the schools?
17. What can be done by the reading public to raise the standard of English in newspapers and novels?

18. What differences exist between the English of Chaucer and that of Alfred's time?

19. What events during the 15th and 16th centuries exerted a marked influence upon English literature?

20. How did the writings of the Ante-Shaksperian dramatists affect the development of the English drama?

21. What service has Shakspeare rendered to the English language?

22. What causes contributed to the growth of prose literature during the Commonwealth?

23. What prominent names are associated with the "Age of Milton"?

24. What element did Cowper and Burns introduce into British song?

25. Compare Wordsworth and Coleridge.

26. In what departments of literature have (a) Macaulay and (b) Carlyle done their most enduring work?

(a)

(b)

27. What religious sects first established colonies in America and where was each located?

28. Trace briefly the progress of Theology in the American Church.

29. What facts concerning boulders may readily be observed?

30. Define (a) sedimentation, (b) erosion.
31. What two theories are held as to the internal heat of the earth?
32. What geological principle do we learn from comparison of the forms of Chalk Cliffs and the living forms of the deep Atlantic?
33. What is meant by a "comprehensive type"?
34. What are some of the general characteristics of French literature?
35. State concerning *Telemachus*: (a) its author
- (b) its purpose
- (c) how it was received
36. What was the famous romance of *St. Pierre*?
37. What was De Tocqueville's great work and what its influence in France?

 N. B.—Give your name in full.

Post-Office Address.

Class to which you belong.

N. B.—Notices of change in address, requests for circulars, etc., should not be written on the margin of the memoranda, as they are liable to be overlooked. All such communications **MUST** be made separately to insure attention.

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READ THIS HEADING CAREFULLY.

NOTE: This paper is to be retained by the reader. The detached paper should be returned.

Studies of 1890-91.

White Seal Memoranda.

N. B.—Students are expected to answer the questions on this paper, as far as possible, from memory. When this has been done, consult helps for the remainder, and, if possible, see that every question is answered. This paper does not take the place of the four-page memoranda. All students are expected to fill out the four-page paper.

All enrolled members are provided with this White Seal paper and if eighty per cent of the questions are correctly answered the Seal will be awarded without extra expense. Those who wish the paper examined and the exact grade reported to them will send with the paper twenty-five cents for this additional service, or one dollar if they wish the paper corrected and returned to them.

Duplicate copies of the Memoranda are sent. Fill out both, keep one, and return the other to John H. Vincent, Drawer 194, Buffalo, New York. The paper will in due time be examined and graded, and your standing reported to you at the end of the four years.

N. B.—Do not return this paper until you have finished all the required reading for 1890-91, including The Chautauquan for June.

Sign your name here.

Mark with the word "READ" *each one* of the following named books which you have read since July, 1890:

Joy's "Outline History of England."	Winchell's "Walks and Talks in the Geological Field." - - -
Hill's "Our English." - - -	Wilkinson's "Classic French Course in English." - - -
Beers' "From Chaucer to Tennyson."	The Chautauquan Required Readings October '90 to June '91. - - -
Hurst's "Short History of the Church in the United States." - - -	For Class of '91 "The Chautauqua Movement." { Not absolutely required, } { but strongly recommended. }

If within a year you have read substitutes for any of these books, name them, with the number of pages in each.

ENGLISH HISTORY.

1. Name six important English towns, the county in which situated, and an event associated with each.

2. What facts concerning the early Britons are found in Cæsar's "Notes on the War in Gaul"?

3. Who were the real "Makers of England"?
4. Compare the civilization of these invaders with that of the Romans.
.....
.....
5. What two English towns became the seats of the archbishops?
6. Who was the greatest of the Saxon kings? What can you say of his reign?
-
-
7. Who was Dunstan?
-
8. Characterize Godwin?
-
9. What was William the Conqueror's attitude toward the Pope?
-
-
10. What two famous archbishops held the See of Canterbury under William I. and II.?
-
11. What reforms were the "Constitutions of Clarendon" designed to effect?
-
-
12. What famous prelate opposed them, and with what result?
-
-
13. What was the significance of the adoption of the "Great Charter"?
-
-
14. What were the chief events in the reign of Edward I.?
-
-
-

15. What was the cause of the Hundred Years War?
16. Mention its most decisive battles
17. What prominent leaders were engaged in it?
18. State briefly its results
19. What was the final result of the struggle between Lancaster and York?
20. Mention the chief events in the career of (a) Cardinal Wolsey
- (b) Thomas Cromwell
21. Through what changes did the English Church pass during the reigns of the later Tudors?
22. What were the most important events of Elizabeth's reign?
23. What was the political situation during the protectorate of Cromwell?
24. What permanent changes resulted from the struggle against the Stuart tyranny?
25. What caused the war of the Spanish Succession and how did it result?

26. What difficulties beset the "Great Commoner" and how did he meet them?

27. What concessions were made to the Roman Catholics by the Tory Ministry of 1828?

28. What have been the leading events of Queen Victoria's reign?

ENGLISH LANGUAGE.

29. In what three aspects is the study of English in colleges considered?

30. Which of these should receive special attention in a college curriculum and why?

31. How may the teacher most wisely guide his pupils in the art of composition?

32. From what sources should the thoughtful preacher draw his materials for sermons?

33. What is "Colloquial English"?

34. What are the most important elements of good conversation?

35. How far should Colloquial English form the language of books and other written compositions?

ENGLISH LITERATURE.

36. Give the leading incidents in the life of Chaucer.

37. What are his personal and literary characteristics as shown in the "Canterbury Tales"?

38. What were the sources of the English ballad literature of the 15th and 16th centuries?

39. Name the most important works of Edmund Spenser.

40. How does Spenser's work differ from that of most other English poets?

41. Mention five other great names of the Elizabethan Age and an important work associated with each

42. What are some of Shakspeare's methods of work in his Historical plays?

43. What in his Tragedies ?
44. Who were Beaumont and Fletcher and how does their work compare with that of Shakspeare ?
45. In what different forms of poetry did Milton's genius find expression ? Mention an example of each
46. What were the distinguishing qualities of Dryden's work ?
47. Characterize briefly (a) Pope (b) Swift :
- (a)
- (b)
48. What famous essayists flourished in Queen Anne's reign and what was their most important work ?
49. What was the "New Romantic School ?"
50. Who were its leading representatives ?
51. What new form of literature appeared at this time and with what effect upon the drama ?
52. What foreign influences are traceable in the early literature of the 19th century ?

53. What important writers were contemporary with Wordsworth and Coleridge?.....

54. Compare briefly the three great masters of modern English fiction.

(a).....

(b).....

(c).....

55. What are the qualities of Browning's poetry?

THE MODERN CHURCH IN THE UNITED STATES.

56. What were the characteristics of the Spanish colonization of the New World?

57. What of the French?

58. What were the Cambridge and Saybrook Platforms?

59. What were the results of the great religious revivals of the eighteenth century?

60. What difficulties in New England resulted in the "Half Way Covenant"?

61. What movements resulted in the separation of Church and State in the New World?

62. What is the cause of the numerous small religious sects in this country?

63. What was the origin of the Mormon movement?

64. Trace the development of the Temperance Reform in America.

GEOLOGY.

65. Describe the movement of a glacier.

66. What is "hard water"?

67. What condition of things does the "ridge road" of the great lakes suggest?

68. State some facts gained from the study of rock strata.

69. By what different processes were the Adirondacks and Catskills formed ?

70. State certain facts concerning the distribution of iron ores.

71. What substances are obtained from the evaporation of sea water ?

72. State at least three scientific principles relative to the accumulation of petroleum.

73. In what sections of the country has natural gas been found most abundantly ?

74. Describe the different varieties of coal.

75. Where have the skeletons of mammoths been found and what facts ascertained concerning them ?

76. What types of vegetation are found in the coal measures ?

77. What types of animal life ?

78. What indications of life in the Eozoic Age have been found and where?
79. What process of reasoning leads to the "fire mist" theory of the earth?
80. In what stage of the earth's development was the ocean evolved?
81. What types of fishes belong to the Devonian Age?
82. What conditions existed in the Carboniferous Age?
83. What types of animal life and in what order appear in the periods succeeding the Devonian Age?
84. What was the origin of the prairie lands of the Mississippi?
85. From what facts do geologists seek to determine the length of the Post Glacial Age?
86. What aspects of matter teach that the universe is controlled as well as planned by an Omnipresent Being?

FRENCH LITERATURE.

87. Who was Froissart?
88. What can you say of his Chronicles?
89. What relation and what contrast exist between the writings of Rabelais and Swift?
90. What is our author's estimate of Montaigne's influence and why?
91. To what extent were La Fontaine's "Fables" the result of his own originality?
92. What are the peculiar qualities of Molière's writings? Name two of his best known comedies.
93. What were the "Provincial Letters" of Pascal?
94. Compare Corneille and Racine, and mention an important work by each.
95. What personal qualities gave Fenelon a powerful influence upon those around him?

96. Name four great pulpit orators of France.

97. Why was Voltaire's attitude toward Romanism evil in its effects upon Christianity in general?

98. How does Rousseau stand before us in his "Confessions"?

99. Who were the Encyclopædists and what was the object of their work?

100. Name and characterize briefly three of the French Romanticists, mentioning a work by each.

(a)

(b)

(c)

 *N. B.—Give your name in full.*

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Local Circles of the C. L. S. C.

TWO or more members of the Chautauqua Literary and Scientific Circle, meeting occasionally for mutual improvement, constitute a local circle of the C. L. S. C. The circle may be an informal family gathering, termed a "home circle," or it may embrace a considerable number of persons in the same community. It is then known simply as a "local circle."

Many thousands of C. L. S. C. readers pursue their studies without the aid of a local circle, and their standing at the central office is in no degree impaired by this fact. The local circle has nevertheless proved a most important factor in the work of the C. L. S. C., and Chautauqua students are urged to form circles whenever it is found practicable to do so.

A few suggestions as to organizing and conducting circles are here offered. These are only suggestive and should be modified to suit local needs.

I. *Plan of Organization.*—A simple organization has usually proved most desirable for Chautauqua Circles except in the case of very large circles, or of Unions of Circles, where the work contemplated requires a larger force of officers. In most circles, a president, vice president, secretary, and program committee form a sufficient corps of officers. As much of the success of a circle depends upon its officers, they should be selected with care. It is indispensable that they be persons who are thoroughly interested in the work of the C. L. S. C., and who can be depended upon to keep up their own readings and attend the meetings of the circle with promptness and regularity.

II. *Duties of the Officers.*—The president should preside at all meetings, see that the appointed program is faithfully carried out and that the best interests of the circle are served in every way possible. The vice president holds the same position in the absence of the president. The secretary should keep brief minutes of all meetings and a full list of the members. If the circle so direct the secretary may collect the annual fee of fifty cents from each member and forward the amount to the central office at Buffalo, New York. It is also the duty of the secretary to report the organization of the circle to the Buffalo office, giving the names of the officers and the number of members enrolled. The program committee of three or more is usually appointed by the president, and arranges the programs for a certain number of meetings. It is well to change this committee once in two or three months, and if possible to arrange so that all members may at some time serve in this capacity. Members should be urged to make suggestions to the program committee.

III. *Place of Meeting.*—The Church is the natural and appropriate home of the Chautauqua Circle. Many a pastor has testified to the value of this feature of his church work. Therefore if possible have a circle organized in connection with a church and receive into membership all who will come and work. Circumstances may,

however, frequently render a different place of meeting desirable. In such cases Y. M. C. A. halls or private parlors may give a home to the circle. Except in rare instances, under peculiar conditions it is suggested that an invitation to the circle be extended to any wishing to join. Chautauqua is a great fraternity and believes that we should reach our fellow men by every possible avenue of approach.—Let the circle be democratic.

IV. *Number of Members.*—Experience has shown the wisdom of limiting the membership of a circle. Twenty-five or thirty members are usually enough. The members of the circle to do their best work must feel at home and ready to express themselves freely. If a circle is too large, many fear to take part and the work falls upon a few. Two small circles are usually better than one large one.

V. *Unions of Circles.*—It is recommended that where two or more circles exist in one locality, they arrange for an occasional union meeting, perhaps twice in a year. A vesper service or social gathering held under the auspices of the Chautauqua Circles in any community will bring the work of Chautauqua before the attention of the public and strengthen the bond of mutual fellowship among Chautauqua students.

VI. *General Suggestions for Circle Programs.*—[Detailed suggestions for weekly programs are published each month in *The Chautauquan*.] *Let the programs have a direct bearing upon the required readings.*

1. The use of the *Chautauqua Songs or Chautauqua Liturgy with responsive readings, etc.
2. Roll call answered by quotations, descriptions, anecdotes, the correct pronunciation of mispronounced words.
3. Recitation of the C. L. S. C. mottoes.

*The Songs and Liturgy are both published by the CHAUTAUQUA-CENTURY PRESS, Meadville, Pa., at the following rates: Songs, 5 cts. per copy; 40 cts. per doz.; \$3.00 per hundred. Liturgy, 10 cts. per copy; \$1.00 per doz.; \$7.00 per hundred.

4. Question matches on questions and answers in *The Chautauquan*, or on questions brought by the members of the circle—pronunciation, spelling and quotation matches. [quotations from some one author or several authors whose works are under consideration.]

5. Question box—difficult questions on the required work answered by members present if possible or referred to a committee.

6. Brief papers, but usually *very* brief and *very* few.

7. General discussion of a given character or event, each member furnishing all possible light on the subject.

8. Map drill on the geography of countries studied. A few minutes allowed for the drawing from memory of an outline map would prove a pleasant and profitable exercise.

9. General quiz under the direction of an appointed leader.

10. Short recitations from standard literature relating to subjects or events studied.

11. Debate some question arising out of the required reading, announced at a previous meeting, with appointed leaders and chosen sides. Limit the speakers to a few minutes each,

and the discussion to the time originally fixed.

12. Put general questions to the whole circle, which shall cause the members to think vigorously, and hold the attention firmly to one question till it is answered. For example: What ten reasons are there why we should know the great outlines of Greek history and literature?

13. Experiments or illustrated scientific or literary lectures. Remember that the eye no less than the ear is an educator.

14. Imaginary tours through countries or cities, each member describing one feature of the journey.

15. Hold a five minute's recess in the midst of the program.

16. Make use of the Chautauqua games and other kindred exercises.

17. Discuss questions of local interest where they relate to the subjects studied.

18. Make excursions to important objects of local interest.

19. Celebrate the Memorial Days.

20. Report of the critic, who may be appointed at each meeting to correct errors in mispronunciation, etc.

Special Test Papers.

Any member of the C. L. S. C. who desires a special exercise in the correction of faulty English sentences, should send an extra fee of fifty cents to the Central Office, Drawer 194 Buffalo, N. Y., and ask for a "special test paper." A paper will be sent out. The member will make his corrections, and return the sheet to the office. A final revision will be made, and sent back to the member.

The papers will be taken from the entrance examinations of the leading colleges. The following sample paper is made up from the Harvard University examinations for 1887:

1. Being commissioned to relieve the beleaguered city, she set out at the head of a force whose numbers were swelled by accessions all along the march.

2. It is not too much to say that he is known most and best by a single story; one which we read in childhood and seem never to quite forget.

3. It is most efficacious when taken fasting and mixed with an equal quantity of hot water.

4. Tom stared at me, and I wished I was home.

5. Mr. Hastings did not reveal this to Mr. Marley, who, by the way, had fallen in love with Miss Hardcastle, whom he thought was the bar-maid.

6. When every worldly maxim arrayed itself against him; when blasted in fortune, and dis-

grace and danger darkened around his name she loved him the more ardently for his very sufferings.

7. Last Saturday evening we celebrated the first annual existence of our paper amid the enthusiasm of hundreds of people.

8. He was one whom nature seemed to have first made generously and then to have added music as a dominant power.

9. Some of this wax Ulysses gave to each sailor to put in his ears and prevent him hearing the Sirens.

10. We wish to congratulate '87 on her well earned success, as by winning this race she placed the victor's wreath on her head which will be remembered long after the members of the present seniors are scattered in the four corners of the world.

Inductive Lessons on the Gospels of Luke and John.

IN response to the request from many members of the C. L. S. C. for an advanced course of Bible study, arrangements have been made to recognize as seal courses of the C. L. S. C. the *Inductive Lessons on John and the Inductive Lessons on Luke*, prepared by Wm. R. Harper, Ph.D. and Geo. S. Goodspeed, M.A.

As the International Sunday School lessons take up the Gospel of John on the first of July, 1891, it is thought that many Sunday School teachers will be glad of this opportunity for special preparation, while those who are already engaged in the study of Luke will find the leaflets and the examination on this subject of great value to them. The plan is as follows:

1. *Directions for Work.*—Twelve leaflets each containing four lessons will be sent to the student. The leaflets on Luke are all ready and will be mailed at once upon receipt of the fee. Those on John will be ready for mailing January 1st.

2. *Lessons.*—The lessons are very carefully drawn up and each student will record the results of his study in a note book.

3. *Examinations.*—At the end of the course an examination will be held according to the following plan: At such place as may be indicated by the special examiner, appointed for the purpose by the Institute, applicants will meet. Four grades of the examination paper will be prepared. The advanced grade for persons who have done close and critical work. The Progressive grade for those classes who have done a less amount of work; The Intermediate grade for those from fifteen to twenty years of age; The Elementary grade for those under fifteen. Care should be taken to select the proper grade. The leaflets furnished to the C. L. S. C. students will be those on the Progressive grade and the examination of the Progressive grade is the one recommended to them. The paper containing the printed questions according to the grade selected will be placed in their hands. The answers must be written in ink on one side of the paper (letter size or foolscap preferred), as legibly as possible, the writer's name being clearly inscribed at the top of each page. Two hours only will be allowed. At the end of that time, those examined will place their answers in the hands of the examiner, who will at once forward them to the Principal of Schools. The examination will be offered to persons in at

least one thousand localities. Arrangements will also be made, if it is desired, by which examination may be taken, even by one person, at any place which may be reached by mail.

4. *Certificate and Seal.*—Each set of answers will be submitted for examination to an instructor, appointed by the Directors of the Institute. The answers will be graded on the basis of ten. All papers having a grade of seven will entitle the writer to a certificate. Papers graded from 7. to 8.5 will receive B or second-class certificate; papers from 8.5 to 10, will receive A or first-class certificates. In addition to the certificate of the American Institute of Sacred Literature, C. L. S. C. members whose papers have a grade of seven or above, will receive a special Seal of the Chautauqua Literary and Scientific Circle, to be placed upon the C. L. S. C. diploma.

5. *Fee.*—A fee of one dollar will be charged for each one of these courses. This will entitle the student to the twelve leaflets, the examination, certificate and seal. The fee should be sent to John H. Vincent, Drawer 194, Buffalo, N. Y., and the desired course mentioned. Persons may take both courses upon payment of two dollars. *As this special arrangement offers peculiar advantages and is strictly limited to members of the C. L. S. C., members in sending fees must be particular to mention the C. L. S. C. class to which they belong.*

6. *Time.*—As the examination in Luke will be held in December, 1890, it will be necessary for students intending taking the examination to report the fact and send the fee before November 10, 1890, so that they may be assigned to the proper groups and examiners. The examination in John will be held in December, 1891, and fees will be received up to November 10, 1891, but students are urged to enroll early.

Special Courses of the C. L. S. C.

THE C. L. S. C. offers not only a general four year's course of reading, but opportunities also for special reading and study in standard literature, science, and art. A recent re-organization of this department will make the special courses one of the most valuable and important features of the work of the C. L. S. C., but as the new arrangement involves a thorough revision and classification of these courses, we are able at this time to announce only a partial list. The details of the new plan will be published later in the year. A fee of fifty cents is required for each special course. The required and recommended books may be ordered from Hunt & Eaton, New York; or Cranston & Stowe, Cincinnati and Chicago.

NO. II.—ENGLISH HISTORY AND LITERATURE.

[This course is designed to cover three years of work, and includes some special features not as yet offered in connection with other courses. The first and second years only are ready. A detailed circular concerning this course may be obtained from John H. Vincent, Drawer 194, Buffalo, N. Y.]

First Year.

[Early England to Henry VII.]

HISTORY:

1. Green's "Short History of the English people." \$1.38.
(This book will be used for the entire three year's course.)
2. Stubbs' "Early Plantagenets. (Epoch Series.) 85 cents.
3. Poole's "Wycliffe and Movements for Reform." (Creighton's Epochs of Church History.) 80 cents.

LITERATURE:

1. Ward's "English Poets." Vol. I. \$1.
2. "Typical Selections from English Prose Writers." Vol. I. (Clarendon Press) 90 cents.
3. Introduction to Minto's "Manual of English Prose Literature." 15 cents.
4. Scott's "Ivanhoe." Cheap edition. Cloth, 50 cents; illustrated, \$1.
The Chautauquan, for '89-90, which contains special required articles. Price, \$2.

Second Year.

[Henry VII. to Revolution of 1688]

HISTORY:

1. Green's "Short History of the English People." \$1.38.
(This book is used for the entire three year's course.)
2. Seebohm's "Era of the Protestant Revolution." (Epoch Series.) 85 cents.
3. Gardiner's "Puritan Revolution." (Epoch Series.) 85 cents.

LITERATURE:

1. Ward's "English Poets," Vols. II. and III. Selections. \$1.00 each.
2. "Typical Selections from English Prose Writers" Vol. II. (Clarendon Press.) 90 cents.
3. Introduction to Minto's "Manual of English Prose Literature." 15 cents.
(This is the same book used last year.)
4. George Eliot's "The Mill on the Floss." 50 cents.
The Chautauquan, 1890-91, containing special required articles. \$2.00.

Third Year.

[Revolution of 1688 to the Present Time]

Course to be announced.

NO. VIII.—POLITICAL SCIENCE.

[SILVER SEAL—*Shield*.]

RICHARD T. ELY, Ph. D.—Director.

1. *Books to be read:*

- Our Government. Jesse Macy. 80 cents.
History of American Politics. Alexander Johnston. \$1.
Money, Trade, and Industry. F. A. Walker. \$1.25.
Problems of To day. Richard T. Ely. \$1.25.
Public Debts. H. C. Adams. \$2.50.
Congressional Government. Woodrow Wilson. \$1.25.

2. *Memoranda to be filled up.*

NO. XI.—SECULAR NORMAL.

[PURPLE SEAL—*Star*.]

J. W. DICKINSON.—Director.

The Chautauqua Teachers' Reading Union provides a three years' course of reading, comprising nine books on the History of Education, Principles and Methods of Education, School Supervision, etc. This course is recognized as the Secular Normal Course of the C. L. S. C., and any member of the C. L. S. C. who completes the three years' course of the C. T. R. U. and receives the certificate of that department will be entitled to the Secular Normal Seal on the C. L. S. C. diploma without further payment of fees. [For circulars of the C. T. R. U. address the Buffalo office.]

NO.—XII. ASTRONOMY.

[GOLD SEAL—*Star*.]

1. *Books to be read:*

- Newcomb's Popular Astronomy. \$2.50.
School Edition, \$1.30.
Astronomy by Observation. \$1.25.
The Sun. Prof. Young. \$2.
Ecce Cœlum. E. F. Burr. \$1.
World Life. A. Winchell, LL. D. \$2.50.

2. *Memoranda to be filled out.*

Special Courses—Continued.

NO. XIII.—GEOLOGY.

[GRAY SEAL—*Shield*.]

FREDERICK STARR, Ph. D.—Director.

1. *Books to be read :*

The Geologic Story Briefly Told. Dana. \$1 40.

Sketches of Creation. Winchell. \$2.00.

The Geological History of Plants. Dawson. \$1 75.

The Chain of Life in Geologic Time. Dawson.

Volcanoes. J. W. Judd. \$2 00.

Earthquakes. John Milne. \$1.75.

2. *Memoranda to be filled up.*

NO. XIV.—CHEMISTRY.

[LIGHT GRAY SEAL—*Octagon*]

1. *Books to be read :*

Lessons in Elementary Chemistry. H. E. Roscoe. \$1.25.

The Young Chemist. Appleton. 90 cents.

The New Chemistry. J. P. Cooke. \$2.00.

Elementary Manual of Chemistry. Nichols, Eliot, and Storer. \$1.25.

Manual of Inorganic Chemistry. T. E. Thorpe. 2 vols. \$2 75.

2. *Memoranda to be filled up.*

NO. XV.—MICROSCOPY.

[SILVER SEAL—*Star*.]

NOTE.—Students pursuing this course in Microscopy will be required to report the results of some practical work with the microscope. This seal cannot be given for simply reading the prescribed books.

1. *Books to be read :*

The Microscope and Its Revelations. Carpenter. \$5.50; or, The Microscope and Its History. J. Hogg. \$3.50.

Common Objects for the Microscope. Wood. 50 cents.

Evenings with the Microscope. Gosse. \$1.50.

The Preparation and Mounting of Microscopic Objects. Thomas Davies. \$1.25.

2. *Memoranda to be filled up.*

NO. XVI.—BOTANY.

[GREEN SEAL—*Star*.]

FREDERICK STARR, Ph. D.—Director.

1. *Books to be read :*

Science Primer: Botany. J. D. Hooker. 45 cents.

School and Field Book of Botany. Prof Asa Gray. \$2.07; or, Descriptive Botany. Miss Eliza A. Youmans. \$1.50.

Ferns in Their Homes and Ours. J. Robinson. \$1.50.

The Vegetable World. Louis Figuier. \$1.50.

Origin of Floral Structures. G. Henslow. \$1.75.

Colin Clout's Calendar. Grant Allen. 30 cents.

2. *Memoranda to be filled up.*

NO. XVII.—ZOOLOGY.

[GREEN SEAL—*Shield*.]

FREDERICK STARR, Ph. D.—Director.

1. *Books to be read :*

Life and her Children. Buckley. \$1.50.

Zoology. Holder. \$1.40.

Animal Intelligence. Romanes. \$1.75.

Animal Mechanism. Marey. \$1.75.

Animal Life. Semper. \$2.00.

2. *Memoranda to be filled up.*

NO. XVIII.—PHYSICS.

[ORANGE SEAL—*Shield*.]

COURSE I.

Books to be read :

Elements of Physics. Gage. \$1.25.

Heat as a Mode of Motion. Tyndall. \$2.50.

Electricity and Magnetism. S. P. Thompson. \$1.25.

Sound. Tyndall. \$2.50.

2. *Memoranda to be filled up.*

COURSE II.

[ORANGE SEAL—*Star*.]

1. *Books to be read :*

Light. Lommel. \$2.00.

Recent Advance in Physical Science. Tait. \$2.50.

Conservation of Energy. Balfour Stewart \$1 50.

Michael Faraday. J. H. Gladstone. 90 cents.

2. *Memoranda to be filled up.*

NO. XIX.—PSYCHOLOGY.

[LIGHT BLUE SEAL—*Star*.]

J. W. DICKINSON.—Director.

1. *Books to be read :*

The Emotions. James McCosh, D.D., LL.D. \$2.00.

Outline Study of Man. Hopkins. \$1.50.

Elements of Intellectual Philosophy. Noah Porter, D.D. \$3.00.

The Relations of Mind and Brain. Henry Calderwood, LL.D. \$4 00.

Intuitions of the Mind. James McCosh, D.D., LL.D. \$2.00.

The Will. D. D. Whedon, D. D. \$1.50.

2. *Memoranda to be filled up.*

Special Courses—Continued.

NO. XXIII.—TEMPERANCE.

[BROWN SEAL—*Shield*.]

FRANCES E. WILLARD.—Director.

1. *Books to be read :*

Judge Pitman's Alcohol and the Church. 10 cents.

Judge Pitman's Alcohol and the State. \$1.50.

Dr. B. W. Richardson's Ten Lectures on Alcohol. Paper, 50 cents; cloth, 75 cents.

Canon Farrar's Ten Talks on Temperance. Paper, 25 cents; cloth, 60 cents.

The Liquor Problem. Dr. Daniel Dorchester.

Hygienic Physiology. J. Dorman Steele. Ph.D.

Constitutional Amendment Manual. Mrs. J. Ellen Foster.

Does Prohibition Prohibit? 10 cents.

History and Mystery of a Glass of Ale. By J. W. Kirton. 5 cents.

Mrs. S. M. I. Henry's Pledge and Cross.

2. *Memoranda to be filled up.*

NO. XXVII.—PHYSIOLOGY.

[ORANGE SEAL—*Octagon*.]

W. G. ANDERSON, M. D.—Director.

1. *Books to be read :*

Martin's Human Body. \$2.75.

Epitome of Anatomy. 25 cents.

Physiology. Foster. Science Primer. 45 cents.

Alcohol : Its Use and Abuse. Health Primer. 40 cents.

Emergency Notes. Glentworth R. Butler. 50 cents.

2. *Reference Books, not required :*

Walker's Physiology.

Steele's Physiology.

Hutchison's Anatomy, Physiology, and Hygiene.

3. *Memoranda to be filled up.*

NO. XXVIII.—THE BIBLE.

[GOLD SEAL—*Crown*]

1. The entire Bible must be read.

2. *Memoranda to be filled up.*

NO. XXIX.—SHAKESPEARE.

[VIOLET SEAL—*Shield*.]

W. D. MCCLINTOCK, A. M.—Director.

1. *Reading required :*

A short sketch of the life of Shakespeare, twenty-five sonnets and twenty-four plays (the memoranda which will be sent upon receipt of

the fee for this seal gives the list of plays and suggestions as to the best editions to be used).

2. *Memoranda to be filled up.*

NO. XXX.—FRENCH HISTORY AND LITERATURE.

[ROSE SEAL—*Star*.]

1. *Books to be read :*

Guizot's Concise History of France. Masson. \$2 50.

Carlyle's History of the French Revolution. 2 vols. \$2.50.

The First Napoleon. John C. Ropes. \$2.00.

Short History of French Literature. George Saintsbury. Paper, 25 cents; cloth, 40 cents.

The History of a Crime. Victor Hugo. Paper, 50 cents.

Corrinne, ou l'Italie. Madame de Stael. \$1.50

A Tale of Two Cities. Dickens. Paper, 50 cents; cloth, \$1.00.

2. *Memoranda to be filled up.*

NO. XXXI.—THE STORY OF THE NATIONS.

[SCARLET SEAL—*Shield*.]

1. *Books to be read :*

The Story of Chaldea. Z. Ragozin.

The Story of Assyria. Z. Ragozin.

The Story of Ancient Egypt. Geo. Rawlinson.

The Story of Persia. S. G. W. Benjamin.

The Story of Carthage. Alfred J. Church.

The Story of Alexander's Empire. J. P. Mahaffy.

The Story of the Goths. Henry Bradley.

Each \$1.50.

2. *Memoranda to be filled up.*

XXXIII.—ANTHROPOLOGY.

[BROWN SEAL.—*Octagon*.]

FREDERICK STARR, Ph D.—Director.

1. *Books to be read—Required :*

Natural History of Man. Quatrefages. \$1.00.

Anthropology. Tylor. \$2.00.

Man Before Metals. Joly. \$1.75.

Races of Man. Peschel. \$2.25.

Ancient America. Baldwin. \$2.00.

Recommended :

Dawn of History. Keary. 2 vols. Paper, 30 cents.

The Human Species. Quatrefages. \$2.00.

2. *Memoranda to be filled up.*

Special Review Courses.

SPECIAL REVIEW COURSES.

For the benefit of students who wish to review more thoroughly the studies of their four years the following Special Review Courses have been prepared. Each course contains from six to nine books taken from the Required and White Seal Courses from 1878 to 1884, with the addition of one new work not previously required.

Any member of the Circle who takes up one of the review courses will be expected to re-read any of the books which are included in his regular four years' course, and to read carefully all other works required. These courses are designed especially to give opportunities for study to those graduates of the earlier years who do not feel able to buy the books of later seal courses, but who feel the need of a better acquaintance with those they already possess. A fee of fifty cents is required for each course.

No. I [CRIMSON SEAL—Circle.]

Greek History and Literature.

Timayenis's History of Greece. Vols i, ii. Or, Barnes's Brief History of Greece.
Cyrus and Alexander.
Chautauqua Text-Book, No. 5.
Old Greek Life. Mahaffy.
Preparatory Greek Course in English.
College Greek Course in English.
Chautauqua Text-Book, No. 6.
The Greeks and the Persians. Epoch Series, \$1.00.

Memoranda to be filled up.

No. II. [SCARLET SEAL—Circle.]

Roman History and Literature.

Merivale's General History of Rome; or, Barnes's Brief History of Rome.
Chautauqua Text-Book, No. 16.
Preparatory Latin Course in English.
College Latin Course in English.
Primer of Latin Literature.
Cæsar—A Sketch. J. A. Froude. \$1.
Memoranda to be filled up.

No. III. [LIGHT BLUE SEAL—Circle.]

General History and Literature.

Thalheimer's Ancient, Mediæval and Modern History. 2 vols.
Illustrated History of Ancient Literature. Quackenbos.
Hypatia. Charles Kingsley.
Uarda. Geo. Ebers. Cloth, \$1.50; paper 80 cents.

Chautauqua Text-Books, No. 29, No. 34 No. 35.

Memoranda to be filled up.

No. IV. [ROSE SEAL—Circle.]

Church History: Religious and Biblical Topics.

Blackburn's Church History.
Philosophy of the Plan of Salvation.
Outlines of Bible History. Hurst.
History of the Reformation. Hurst.
The Tongue of Fire. Arthur.
Word of God Opened. Peirce.
Chautauqua Text-Book, No. 18.
Conflict of Christianity with Heathenism. Uihorn.
The Character of Jesus. Bushnell.

Memoranda to be filled up.

No. V. [GREEN SEAL—Circle.]

American History and Literature.

Ridpath's or Hale's History of the United States.

Chautauqua Text-Books, No. 21, No. 24.
Outline Sketch of American Literature. H. A. Beers; or, Richardson's Primer.
A Century of American Literature. Beers.
Evangeline. Longfellow.
Biographical Stories. Hawthorne.
Memoranda to be filled up.

No. VI. [SILVER SEAL—Circle.]

Course in Science.

Introductory Science Primer. Huxley. 50 cents.
Easy Lessons in Vegetable Biology. Wythe
Human Physiology. J. Dorman Steele.
Chemistry. Appleton.
First Lessons in Geology. Packard. Or, Walks and Talk in the Geological Field. Winchell.
Recreations in Astronomy. Warren.
Memoranda to be filled up.

No. VII. [BLUE SEAL—Circle.]

English History and Literature.

Green's Short History of the English People.
Primer of English Literature. Brooke; or, Beer's Outline Sketch of English Literature.
Chautauqua Library of English History. Vols. i, ii, iii.
The Nineteenth Century. Mackensie.
King Richard III. Shakspeare.
King Henry V. "
King Henry VIII. "
Bacon's Essays.
Chautauqua Text-Books, No. 4, No. 23.
Memoranda to be filled up.

Book-a-Month Courses.

The Book-a-Month Reading Circle provides three courses of reading in standard literature, each course containing twelve books. These are recognized as Special Courses, and a seal is given for each.

FIRST COURSE.

The History of the United States. By T. W. Higginson. \$1.50.

[With this is recommended (but not required) the study of Chautauqua Text-Book No. 21, **American History.** 10 cents.]

The Life of George Washington. By Washington Irving. Abridged for popular use. One volume. 12mo. \$2.50.

The Geologic Story Briefly Told. By Dr. J. D. Dana. \$1.40.

The Autocrat of the Breakfast Table. By O. W. Holmes. 18mo. \$1.50. Illustrated. 12mo. \$2.00.

Readings from English History. By J. R. Green. \$1.50.

[With this is recommended the study of Chautauqua Text-Book No. 4, **English History.** 10 cents.]

Lord Macaulay's Essays on Milton, Addison, and Warren Hastings. Cheap edition, paper. Three vols. Each, 25 cents.

Tent Life in Syria and the Holy Land. By W. C. Prime. \$2.00.

Henry Esmond. [A story of the Times of Queen Anne.] By W. M. Thackeray. Cheap edition, paper, 15 cents. 12mo. edition, cloth, \$1.25.

The Era of the Protestant Revolution. By F. Seebohn. \$1.00.

Culture and Religion. By J. C. Shairp. Cheap edition, paper, 15 cents. Cloth-bound edition, \$1.25.

Self-Help. By S. M. Smiles. Cloth-bound edition, \$1.00.

John Halifax, Gentleman. By D. M. Craik. Cheap edition, paper, 15 cents. Cloth-bound edition, \$1.25.

SECOND COURSE.

The Story of English Literature. By Mary Cecil White. (Mrs. John Lillie.) Paper,

75 cents. Cloth, \$1.25.

The Essays of Elia. By Charles Lamb. Handy Volume Edition. Paper covers, 30 cents. Cloth, 60 cents.

The Fairy Land of Science. By A. B. Buckley. \$1.50.

A Brief History of Ancient Peoples. \$1.25.

Cæsar. A Sketch. By J. A. Froude. Pamphlet edition, 20 cents. Cloth, 12mo, 60 cents.

Hyperion. By H. W. Longfellow. Paper, 15 cents. Cloth, 40 cents.

Marmion, and The Lady of the Lake. Two Poems. By Sir Walter Scott. 25 cents each.

Ivanhoe. By Sir Walter Scott. Cloth, 50 cents.

History of the Crusades. By G. W. Cox. Cloth, \$1.00.

Seekers after God. By Canon Farrar. Paper, 20 cents.

Ralph Waldo Emerson. By A. H. Guernsey. With selections from Emerson's Writings. Paper, 40 cents. Cloth, 75 cents.

Dio the Athenian. By E. F. Burr. Cloth, \$2.00.

THIRD COURSE.

The Young Folks' History of Greece. By Miss Yonge. Cloth, \$1.25.

Robert Burns. By Thomas Carlyle. Pamphlet edition, containing several other essays by Carlyle. 20 cents.

Recreations in Astronomy. By Dr. Henry W. Warren. \$1.25.

Fur-Clad Adventurers. By Z. A. Mudge. \$1.00.

Politics for Young Americans. By Charles Nordhoff. 90 cents.

Ben-Hur: A Tale of the Christ. By Lew Wallace. \$1.50.

The Sketch-Book. By Washington Irving. Popular edition. 75 cents.

The Light of Asia. By Edwin Arnold. Paper, 15 cents. Cloth, \$1.00.

In His Name. By Edward E. Hale. Paper, 30 cents. Cloth, \$1.00.

Getting On in the World. By William Matthews. \$1.50.

Oliver Cromwell. By E. Paxton Hood. Paper, 25 cents. Cloth, 50 cents.

Credo, By L. T. Townsend. \$1.00.

READ THIS HEADING CAREFULLY.

NOTE: Fill out either
first or both papers and
return to Drawer 194,
Buffalo, N. Y.

Studies of 1890-91.

Student's Outline Memoranda.

GRADUATES of 1882 to 1890 inclusive should note with great care the following points:—

For reading the books of the *regular course* and *filling out* the regular *four page* memoranda, a *special seal* will be given. This paper should be filled out even if the white seal is also taken. Note especially that books read during your undergraduate course must be *re-read*.

For filling out the twelve-page memoranda on the reading of the regular course, answering 80 per cent. of the questions correctly, a *white seal* will be given.

N. B. TO STUDENTS.—In filling out this four-page paper upon the reading of 1890-91, you will be allowed to consult helps, but must write the answers in your own language. The work is not difficult; but if you are unable to finish the required reading by July 1, *keep the paper until your work is completed*. Strive, however, to be prompt in returning your papers. Duplicate copies are sent you; keep one for reference, and return the other, filled out, to John H. Vincent, Drawer 194, Buffalo, New York. The paper will, in due time, be examined and your general standing in each paper reported to you at the end of the four years' course.

N. B.—Do not return this paper until you have finished all the required reading for 1890-91, including The Chautauquan for June.

Sign your name here.

1. Mark with the word "Read" each one of the following named books which you have read since July 1890:

Joy's "Outline History of England."	Winchell's "Walks and Talks in the Geological Field."
Hill's "Our English."	Wilkinson's "Classic French Course in English."
Beers' "From Chaucer to Tennyson."	The Chautauquan Required Reading October '90 to June '91.
Hurst's "Short History of the Church in the United States."	For Class of '91, "The Chautauqua Movement"
	{ Not absolutely required, } { but strongly recommended. }

2. If within a year you have read substitutes for any of these books, name them, with name of publisher and the number of pages in each.
3. Mention the chief geographical features of the British Isles.
4. What were the leading incidents of the Roman invasions of Britain after the conquests of Cæsar?
5. Sketch briefly the development of the Christian Church in England up to the time of Egbert.
6. How was the English system of government modified by the Conqueror?

Do not write on this margin.

Do not write on this margin.

- 7. What events make the reign of Richard I. especially memorable?
- 8. What were the noteworthy features of Simon de Montfort's Parliament?
- 9. Who was John Wiclif and what was his influence upon England?
- 10. What was the attitude of Henry VIII. toward (a) the Roman Catholic Church and (b) the Protestant Reformation?
- 11. The agitation of what great questions led to civil war in 1642?
- 12. How far at this time was the principle of "religious toleration" recognized by the English people?
- 13. What important laws were enacted during the reign of William and Mary?
- 14. What was the "Reform Bill" of 1832?
- 15. What dangers threaten the purity of our English tongue?
- 16. What three points does our author emphasize concerning the study of English in the schools?
- 17. What can be done by the reading public to raise the standard of English in newspapers and novels?

Do not write on this margin.

18. What differences exist between the English of Chaucer and that of Alfred's time?
19. What events during the 15th and 16th centuries exerted a marked influence upon English literature?
20. How did the writings of the Ante-Shaksperian dramatists affect the development of the English drama?
21. What service has Shakspeare rendered to the English language?
22. What causes contributed to the growth of prose literature during the Commonwealth?
23. What prominent names are associated with the "Age of Milton"?
24. What element did Cowper and Burns introduce into British song?
25. Compare Wordsworth and Coleridge.
26. In what departments of literature have (a) Macaulay and (b) Carlyle done their most enduring work?
(a)
(b)
27. What religious sects first established colonies in America and where was each located?
28. Trace briefly the progress of Theology in the American Church.
29. What facts concerning boulders may readily be observed?

30. Define (a) sedimentation, (b) erosion.
31. What two theories are held as to the internal heat of the earth?
32. What geological principle do we learn from comparison of the forms of Chalk Cliffs and the living forms of the deep Atlantic?
33. What is meant by a "comprehensive type"?
34. What are some of the general characteristics of French literature?
35. State concerning *Telemachus*: (a) its author
(b) its purpose
(c) how it was received
36. What was the famous romance of *St. Pierre*?
37. What was De Tocqueville's great work and what its influence in France?

 N. B.—Give your name in full.

Post-Office Address.

Class to which you belong.

N. B.—Notices of change in address, requests for circulars, etc., should not be written on the margin of the memoranda, as they are liable to be overlooked. All such communications **MUST** be made separately to insure attention.

NOTE.—It is not our custom to acknowledge the receipt of memoranda when returned each year to this office; but if you wish special acknowledgment, inclose an addressed postal card *within* the paper. The postal must *not* be sent in a separate envelope. If the envelope containing memoranda is carefully sealed and correctly addressed, there is little danger of its failing to reach this office.

READ THIS HEADING CAREFULLY.

Studies of 1890-91.

NOTE: Fill out either first or both papers and return to Drawer 194, Buffalo, N. Y.

White Seal Memoranda.

N. B.—Students are expected to answer the questions on this paper, as far as possible, from memory. When this has been done, consult helps for the remainder, and, if possible, see that every question is answered. This paper does not take the place of the four-page memoranda. All students are expected to fill out the four-page paper.

All enrolled members are provided with this White Seal paper and if eighty per cent of the questions are correctly answered the Seal will be awarded without extra expense. Those who wish the paper examined and the exact grade reported to them will send with the paper twenty-five cents for this additional service, or one dollar if they wish the paper corrected and returned to them.

Duplicate copies of the Memoranda are sent. Fill out both, keep one, and return the other to John H. Vincent, Drawer 194, Buffalo, New York. The paper will in due time be examined and graded, and your standing reported to you at the end of the four years.

N. B.—Do not return this paper until you have finished all the required reading for 1890-91, including The Chautauquan for June.

Sign your name here.

Mark with the word "READ" *each one* of the following named books which you have read since July, 1890:

Joy's "Outline History of England."	Winchell's "Walks and Talks in the Geological Field."
Hill's "Our English."	Wilkinson's "Classic French Course in English."
Beers' "From Chaucer to Tennyson."	The Chautauquan Required Readings October '90 to June '91.
Hurst's "Short History of the Church in the United States."	For Class of '91 "The Chautauqua Movement." { Not absolutely required, } { but strongly recommended. }

If within a year you have read substitutes for any of these books, name them, with the number of pages in each.

ENGLISH HISTORY.

1. Name six important English towns, the county in which situated, and an event associated with each.
2. What facts concerning the early Britons are found in Cæsar's "Notes on the War in Gaul"?

Do not write on this margin.

3. Who were the real "Makers of England"?
4. Compare the civilization of these invaders with that of the Romans.
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5. What two English towns became the seats of the archbishops?
6. Who was the greatest of the Saxon kings? What can you say of his reign?
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7. Who was Dunstan?
8. Characterize Godwin?
9. What was William the Conqueror's attitude toward the Pope?
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10. What two famous archbishops held the See of Canterbury under William I. and II.?
11. What reforms were the "Constitutions of Clarendon" designed to effect?
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12. What famous prelate opposed them, and with what result?
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13. What was the significance of the adoption of the "Great Charter"?
14. What were the chief events in the reign of Edward I.?

15. What was the cause of the Hundred Years War?
16. Mention its most decisive battles
17. What prominent leaders were engaged in it?
18. State briefly its results
19. What was the final result of the struggle between Lancaster and York?
20. Mention the chief events in the career of (a) Cardinal Wolsey
- (b) Thomas Cromwell
21. Through what changes did the English Church pass during the reigns of the later Tudors?
22. What were the most important events of Elizabeth's reign?
23. What was the political situation during the protectorate of Cromwell?
24. What permanent changes resulted from the struggle against the Stuart tyranny?
25. What caused the war of the Spanish Succession and how did it result?

26. What difficulties beset the "Great Commoner" and how did he meet them?

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27. What concessions were made to the Roman Catholics by the Tory Ministry of 1828?

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28. What have been the leading events of Queen Victoria's reign?

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ENGLISH LANGUAGE.

29. In what three aspects is the study of English in colleges considered?

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30. Which of these should receive special attention in a college curriculum and why?

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31. How may the teacher most wisely guide his pupils in the art of composition?

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32. From what sources should the thoughtful preacher draw his materials for sermons?

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33. What is "Colloquial English"?

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34. What are the most important elements of good conversation?

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Do not write on this margin.

35. How far should Colloquial English form the language of books and other written compositions?

ENGLISH LITERATURE.

36. Give the leading incidents in the life of Chaucer.

37. What are his personal and literary characteristics as shown in the "Canterbury Tales"?

38. What were the sources of the English ballad literature of the 15th and 16th centuries?

39. Name the most important works of Edmund Spenser.

40. How does Spenser's work differ from that of most other English poets?

41. Mention five other great names of the Elizabethan Age and an important work associated with each

42. What are some of Shakspeare's methods of work in his Historical plays?

43. What in his Tragedies?
44. Who were Beaumont and Fletcher and how does their work compare with that of Shakspeare?
45. In what different forms of poetry did Milton's genius find expression? Mention an example of each
46. What were the distinguishing qualities of Dryden's work?
47. Characterize briefly (a) Pope (b) Swift:
- (a)
- (b)
48. What famous essayists flourished in Queen Anne's reign and what was their most important work?
49. What was the "New Romantic School?"
50. Who were its leading representatives?
51. What new form of literature appeared at this time and with what effect upon the drama?
52. What foreign influences are traceable in the early literature of the 19th century?

Do not write on this margin.

53 What important writers were contemporary with Wordsworth and Coleridge?

54. Compare briefly the three great masters of modern English fiction.

(a)

(b)

(c)

55. What are the qualities of Browning's poetry?

Do not write on this margin.

THE MODERN CHURCH IN THE UNITED STATES.

56. What were the characteristics of the Spanish colonization of the New World?

57. What of the French?

58. What were the Cambridge and Saybrook Platforms?

59. What were the results of the great religious revivals of the eighteenth century?

60. What difficulties in New England resulted in the "Half Way Covenant"?

Do not write on this margin.

61. What movements resulted in the separation of Church and State in the New World?

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62. What is the cause of the numerous small religious sects in this country?

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63. What was the origin of the Mormon movement?

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64. Trace the development of the Temperance Reform in America.

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GEOLOGY.

65. Describe the movement of a glacier.

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66. What is "hard water"?

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67. What condition of things does the "ridge road" of the great lakes suggest?

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68. State some facts gained from the study of rock strata.

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69. By what different processes were the Adirondacks and Catskills formed?

70. State certain facts concerning the distribution of iron ores.

71. What substances are obtained from the evaporation of sea water?

72. State at least three scientific principles relative to the accumulation of petroleum.

73. In what sections of the country has natural gas been found most abundantly?

74. Describe the different varieties of coal.

75. Where have the skeletons of mammoths been found and what facts ascertained concerning them?

76. What types of vegetation are found in the coal measures?

77. What types of animal life?

Do not write on this margin.

78. What indications of life in the Eozoic Age have been found and where?
79. What process of reasoning leads to the "fire mist" theory of the earth?
80. In what stage of the earth's development was the ocean evolved?
81. What types of fishes belong to the Devonian Age?
82. What conditions existed in the Carboniferous Age?
83. What types of animal life and in what order appear in the periods succeeding the Devonian Age?
84. What was the origin of the prairie lands of the Mississippi?
85. From what facts do geologists seek to determine the length of the Post Glacial Age?
86. What aspects of matter teach that the universe is controlled as well as planned by an Omnipresent Being?

FRENCH LITERATURE.

87. Who was Froissart?
88. What can you say of his Chronicles?
89. What relation and what contrast exist between the writings of Rabelais and Swift?
90. What is our author's estimate of Montaigne's influence and why?
91. To what extent were La Fontaine's "Fables" the result of his own originality?
92. What are the peculiar qualities of Molière's writings? Name two of his best known comedies.
93. What were the "Provincial Letters" of Pascal?
94. Compare Corneille and Racine, and mention an important work by each.
95. What personal qualities gave Fenelon a powerful influence upon those around him?

96. Name four great pulpit orators of France.
97. Why was Voltaire's attitude toward Romanism evil in its effects upon Christianity in general?
98. How does Rousseau stand before us in his "Confessions"?
99. Who were the Encyclopædists and what was the object of their work?
100. Name and characterize briefly three of the French Romanticists, mentioning a work by each.
- (a).....
- (b).....
- (c).....
-  *N. B.—Give your name in full.*.....

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CHAUTAUQUA COLLEGE.

LEWIS MILLER, *President.*

JOHN H. VINCENT, *Chancellor.*

WILLIAM R. HARPER, *Principal.*

INSTRUCTION BY CORRESPONDENCE.

The Chautauqua College of Liberal Arts has had a history of seven years, and the year just ended has been the most successful of all. The total enrollment has been much larger than for any previous year. New courses and improved methods will probably cause the year 1890-91 to be marked by still greater growth. That the work of resident colleges can be done thoroughly and satisfactorily by correspondence has been abundantly proved: the testimony of those who have tried it, and the fact that some who enrolled in the first term of the college are still taking special courses, are sufficient evidence of the success of this method and of the quality of the work. The professors in charge of the several departments include some of Chautauqua's most scholarly lecturers, and representative men from the faculties of Johns Hopkins, Yale, and other institutions of the highest grade. The value of a personal correspondence with educators whose opinion carries authority, cannot be over-estimated.

The courses outlined in the calendar include Latin, Greek, English Language and Literature, German, French, Natural and Physical Sciences, Mathematics, History, Political Economy, Mental and Moral Science, etc. Upon such students as successfully complete the full college curriculum, degrees are conferred by Chautauqua University.

A great many persons who are unable to complete a full college curriculum wish special training in certain definite lines. The plan of the C. C. L. A. has been so arranged as to allow those who have only a limited amount of time for study, to use that to advantage; they may take just so much work as they wish, and in whatever department they may prefer.

In connection with the college proper there is a preparatory department which offers to students who are not qualified to pursue the regular curriculum of the college, such preparation as they may need. The courses in this department are conducted by the professors in the college. Elementary Latin, Greek, German, French, English, and Mathematics are taught with great care, and such rapidity as is suited to the interests of each student. Though designed primarily for beginners, these courses are especially recommended to those persons who wish to review or to study methods.

For Calendars and information of any kind relative to the Chautauqua College of Liberal Arts, address John H. Daniels, New Haven, Conn. Always enclose stamp for reply.

Chautauqua Assemblies.

The Chautauqua Assembly, ...	New York.
Acton Park, ...	Indiana.
Bay View Assembly, ...	Petoskey, Mich.
Beatrice Chautauqua Assembly, ...	Beatrice, Neb.
Bluff Park, ...	Iowa.
Black Hills, ...	South Dakota
Connecticut Valley Assembly, ...	Northampton, Mass.
Chautauqua Assembly of Southern California, ...	Redondo Beach, Cal.
Clarion District Assembly, ...	Clarion, Pa.
Cumberland Valley Assembly, ...	Williams Grove, near Harrisburg, Pa.
Council Bluffs and Omaha Assembly, ...	Iowa.
DeFuniak Springs	Fla.
Epworth Heights Chautauqua Assembly, ...	Ohio.
Georgia Chautauqua, ...	Albany, Georgia.
Hedding Chautauqua Assembly, ...	East Epping, N. H.
Iowa Chautauqua Assembly, ...	Colfax, Iowa.
Island Park, ...	Rome City, Ind.
Kansas Chautauqua Assembly, ...	Kansas.
Kentucky Chautauqua Assembly	Lexington, Ky,
Lakeside, ...	Ohio.
Lake Bluff, ...	Ill.
Long Pine, ...	Neb.
Long Beach, ...	California.
Lake Tahoe, ...	Nevada
Maplewood Park, ...	Waseca, Minn.
Missouri Assembly	Warrensburg, Mo.
Mount Dora, ...	Florida.
Mountain Grove, ...	Berwick, Pa.
Mountain Lake Park, ...	Md.
Monteagle, ...	Tenn.
Monona Lake, ...	Wis.
Mahtomedi, ...	Minn.
Nebraska Assembly, ...	Crete, Neb.
New England Assembly, ...	South Framingham, Mass.
Niagara Assembly, ...	Niagara-on-the-Lake, Canada.
Northern N. E. Assembly, ...	Fryeburg, Maine.
Ocean City, ...	N. J.
Ocean Grove, ...	N. J.
Ocean Park, ...	Maine.
Ottawa Assembly, ...	Ottawa, Kan.
Pacific Coast Assembly, ...	Monterey, Cal.
Piasa Bluffs	Ill.
Piedmont Chautauqua, ...	near Atlanta, Ga.
Puget Sound Assembly	Washington.
River View Assembly, ...	Ohio.
Rocky Mountain Assembly, ...	Colorado.
Round Lake, ...	N. Y.
San Marcos, ...	Texas.
Seaside Assembly, ...	Key East, N. J.
Silver Lake Chautauqua Association, ...	N. Y.
Texas Chautauqua Assembly, ...	Georgetown, Texas.
Willcockson, ...	Ark.
Winfield, ...	Kansas.
Weirs, ...	N. H.
Wellington	Cape Colony, S. Africa.
Oxford, ...	Oxford, England.
Blackpool, ...	Blackpool, England.



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